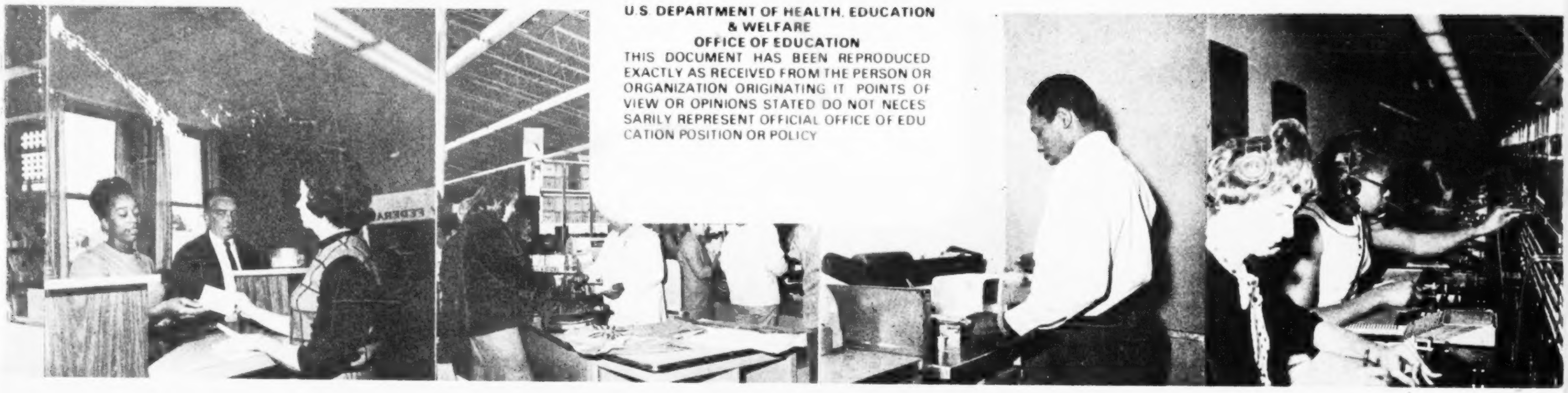
DOCUMENT RESUME

ED 042 109	AC 008 394

TITLE	The University of South Florida's Learning Center for Personal Employability. Final Progress Report.
INSTITUTION	University of South Florida, Tampa.
PUB DATE	68
NOTE	263p.
EDRS PRICE	EDRS Price MF-$1.00 HC-$13.25
DESCRIPTORS	Attendance, Curriculum, *Educationally Disadvantaged, Ethnic Groups, Females, *High School Graduates, Instructional Staff, Job Placement, Males, Participant Characteristics, *Prevocational Education, *Program Evaluation, Recruitment, Testing, Vocational Counseling
IDENTIFIERS	Florida

ABSTRACT

Conducted in Greater Tampa, Florida, from July 1966 through July 1968, this project was an effort to help unemployed or underemployed high school graduates aged 17-25 to acquire or upgrade work skills. Shorthand and typing courses, the Communications Clinic, and other curriculum elements were designed to correct deficiencies in basic educational and social skills and occupational information, as well as to provide placement services and personal and vocational counseling. Enrollees (516 in all, largely women) were recruited mainly through neighborhood centers and the Youth Opportunity Center. Trainees were evaluated on standardized tests of intelligence and educational achievement, employee selection instruments used locally, and vocational maturity scales. Innovative practices included hiring by personal interviews instead of written tests, and the use of programed instruction and immediate reinforcement. In terms of placement in meaningful jobs, encouragement of realistic aspirations, successful use of teachers with both work and teaching experience, impact of the Communications Clinic on verbal and nonverbal performance, and changes in local employment practices after businessmen had used the Tampa learning centers for interviewing, testing, and hiring, the project seemed to be particularly effective. (LY)



U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED0 42109

LEARNING CENTER

UNIVERSITY of SOUTH FLORIDA
TRUTH WISDOM
1956

FINAL REPORT

AC009794

ED 042109

THE UNIVERSITY OF SOUTH FLORIDA'S LEARNING CENTER FOR PERSONAL EMPLOYABILITY

Located at
1212 North Florida Avenue, Tampa, Florida

Contract Number
82-10-66-56

Funding Agency
U. S. Department of Labor
Manpower Administration
Office of Manpower Policy, Evaluation and Research
Washington, D. C. 20210

Final Progress Report
September, 1966 — June, 1968

This report on a special manpower project was prepared under a contract with the Office of the Associate Manpower Administrator, U.S. Department of Labor, under the authority of the Manpower Development and Training Act. Organizations undertaking such projects under Government sponsorship are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

TABLE OF CONTENTS

Contents **Page**

INTRODUCTION i

PROJECT DATA ii

EXPERIMENTAL AND DEMONSTRATION CHARACTERISTICS iii

CHAPTER I—Population Characteristics and Recruitment 1

CHAPTER II—Curriculum 8

CHAPTER III—Counseling—Personal and Vocational 33

CHAPTER IV—Testing and Evaluation 41

CHAPTER V—Job Placement 55

CHAPTER VI—Recommendations 61

APPENDIX—Monographs 67

- Table of Contents 68
  - Recruitment of Students 69
  - Communications 83
  - Evolution of Evening Program 119
  - Special Services to the Community 129
  - Mathematics 141
  - Business Education 163
  - Core Group Concept 219
  - Vocational Counseling and Job Placement for the Negro 233

INTRODUCTION

The chapters included in this final report of the University of South Florida Learning Center for Personal Employability have been selected to represent significant and meaningful Learning Center activities. While statistical data are included where appropriate, no deliberate attempt has been made to portray, in precise statistical terms, the impact of the Learning Center upon Hillsborough County.

Assisting people to assist themselves is an ideal and an objective. It operates as an attainable goal that, once achieved, becomes both cyclical and expandable. The subjects in this experiment were, and remain, a valuable human resource. The educational and vocational distances that were covered can be fully addressed only through longitudinal study.

Chapter I presents population characteristics of the Learning Center. It explores students' social and educational backgrounds, their promise, aspirations, and motivation. The recruitment portion of the chapter records the methods used to recruit students.

Chapter II traces the program of instruction. It follows the evolution of the curriculum through its formative stages and describes the materials, the instructional format, and the immediate results. It presents an extensive list of recommendations for similar future projects.

Chapter III records the theories of personal and vocational counseling that were part of the Learning Center experience. It contemplates the evolutionary trends of the counseling process and assesses their worth to future programs similar in design.

Chapter IV records the theory and methodology of the testing program. It describes the instruments used and presents the data derived. Interpretation and analysis of these data are included.

Chapter V is a summary of placement statistics—the problems faced, factors involved, and some solutions to these problems.

The final chapter lists specific recommendations from Learning Center findings which have meaning for future programs.

The appendix includes the following monographs by staff members:

1. Recruitment of Students
2. Communications
3. Evolution of the Evening Program
4. Special Services to the Community
5. Mathematics
6. Business Education
7. Core Group Concept
8. Vocational Counseling and Job Placement for the Negro

These monographs present, in considerable detail, specific aspects of the program which should provide the reader with a fuller grasp of how the program was developed and conducted. It is recommended that they not be overlooked.

UNIVERSITY OF SOUTH FLORIDA LEARNING CENTER FOR PERSONAL EMPLOYABILITY

PROJECT DATA

OPERATING AGENCIES	The University of South Florida, Center for Continuing Education, 4202 Fowler Avenue, Tampa, Florida 33620
STARTING DATE	July 1, 1966
COMPLETION DATE	June 30, 1968—Extension granted to July 31, 1968
FISCAL	Received $576,953 financial support from the United States Department of Labor, Contract No. 82-10-66-56, to the University of South Florida, administered through its Center for Continuing Education.
LOCATION	University of South Florida Learning Center for Personal Employability, 1212 North Florida Avenue, Suite 202, Tampa, Florida 33602
PROJECT OBJECTIVES	To explore the problems in and assess the desirability of assisting unemployed or underemployed high school graduates between the ages of 17-35 to acquire or upgrade work skills and thereby increase their employability
SPHERES OF SPECIAL INTEREST	To compensate for deficiencies in basic educational skills, social acuity, occupational information, and to provide occupational exploration, personal and vocational counseling, and placement services

UNIVERSITY OF SOUTH FLORIDA LEARNING CENTER
FOR PERSONAL EMPLOYABILITY
EXPERIMENTAL AND DEMONSTRATION CHARACTERISTICS

ITEM	The operation of a program to assist unemployed high school graduates who lacked work-qualifying basic educational skills to acquire those skills in an intensive pre-vocational program
RESULTS	Feasibility and practicality were demonstrated by educative upgrading and subsequent assimilation into the local labor market as productive employees
ITEM	The encouragement of realistic aspirational choice through a program of personal and vocational counseling and occupational exploration
RESULTS	Vistas of opportunity were opened which permitted ordered and realistic choice of employment alternatives
ITEM	The redirection and development of interests commensurate with abilities
RESULTS	Students can be trained through programmed material, intensive manipulative supplies, and immediate reinforcement. Concurrent social acuity training was found to be imperative
ITEM	The findings on the relative importance of the personal interview versus the written employment tests as they relate to hiring practices
RESULTS	Many students, who were unable to pass typical employment tests but who demonstrated personality traits acceptable to employers, achieved employment
ITEM	Remedial educational programs for the unemployed based on adult vocational curricula and geared to appropriate educational level
RESULTS	Student response and achievement was enhanced by the introduction of vocational material geared to adult standards
ITEM	The staff chosen for social orientation and task-related enterprise rather than by traditional criteria
RESULTS	Teachers who had either work and teaching experience, or only work experience, proved more effective than those with only teaching experience
ITEM	Efficacy of inviting businessmen to use facilities for interviewing, testing, and hiring

RESULTS	This encouraged local businesses to provide opportunities in previously non-integrated establishments.
ITEM	The development of a communications clinic which correlated and integrated the teaching and learning of language skills
RESULTS	Students demonstrated increased ability to perform satisfactorily on verbal and non-verbal test instruments.

Fact Analysis

The following information indicates in numerical terms the scope of the project in reference to the number of persons contracted for, enrolled, placed, referred, and terminated for purposes other than employment.

Number of persons specified in statement of work in contract with Labor Department—450.

Number of persons enrolled—561.

Number placed:

Placements
October, 1966 — May, 1968

Full Time

Clerical	99
Distributive	59
Health Related	32
Industrial	22
Miscellaneous	6
Total	218

Part Time

Clerical	12
Distributive	21
Health Related	5
Total	38

Temporary

Clerical	11
Distributive	25
Health Related	1
Total	37

Others

College	27
Referred and placed in more appropriate training programs	50
Total	77
TOTAL PLACEMENTS	370

Referrals and terminations for purposes other than employment:

Referrals	
Florida Council for the Blind	1
Encampment for Citizenship	1
Florida State Employment Services	4
Vocational Rehabilitation	7
Neighborhood Service Center	1
Job Corps	5
High School Equivalence Program	5
Junior College or Technical	48
Other	
Relocation	12
Felt uneasy (racial)	1
Training allowance ran out	1
Not eligible for training allowance	6
Lack of transportation	3
Children at home	7
Marriage	4
Pregnancy	8
Illness	6
No reason given	47
Not high school graduate	4
Learning Center help not appropriate	6
To seek full-time employment	4
Did not start classes	11
Placed indirectly	7
Total of all categories	191

Description of population characteristics in relation to sex, race, age, academic achievement and marital status:

1. Race and sex characteristics
    - 90% Negro female
    - 5% Negro male
    - 4% Caucasian female
    - 1% Caucasian male

2. Educational characteristics
   90% high school graduates
   2% non-high school graduates

3. Academic achievement characteristics
   Average grade level for entire population—between seventh and eighth grade
   Average intelligence quotient—87

4. Age
   Average age—20

5. Skill training (at time of acceptance into Learning Center)
   Typing under 20 words per minute for those with past typing experience. Most clerical students had no previous training.

6. Children
   As of December, 1967, the Learning Center population of 72 unmarried females had a total of 46 children. Those 24 females who were separated or divorced had a total of 57 children. The 35 married females had 59 children.

7. Past Employment
   Of the population, 85 percent had never worked in their aspirational areas; 50 percent had no previous employment of any kind. Those with past employment had done domestic, food service, or common labor jobs—over 50 percent of those students with past employment exhibited a poor work record with at least one of their past employers. Employment was usually of short duration.

POPULATION CHARACTERISTICS AND RECRUITMENT

Chapter I

Two major problems existent in Tampa and its environs precipitated the institution of the Learning Center in 1966. Tampa, a rapidly growing community with a diversified economy, contained a situation wherein 28 percent of its family units had less than $3,000 annual income, and at the same time many well-paying jobs remained unfilled.

A partial explanation was that a great number of Hillsborough County residents, although high school graduates, could not meet the educational standards for responsible employment.[1] Further evidence of the "unreadiness" of many Hillsborough County high school graduates to pursue a life work was shown by the 1965 results of a standard college placement examination given to seniors of two predominantly Negro high schools; 95 percent of school A seniors and 98 percent of school B seniors failed to attain a score of 300, the minimum score required for entrance to Florida universities.

In city government, it had been found that not only were new applicants failing initial tests, but that promotional opportunities were not being sought because of past failures; and upward mobility, through merit examinations, was almost non-existent. Employment agencies when queried revealed a similar situation in the private business sector. Basic education was cited as the greatest need for the county's underachieving high school graduates who aspired to employability.

No project existed in Tampa to satisfy the needs of this target group. The Learning Center proposed to fill the gap—to assist in upgrading this group's knowledge and skills to effective employment levels—thus contributing to the economic and social health of the community.

In order to serve, it was necessary to apprise prospective students of the availability and range of the Learning Center's services, and to invite them to participate in its educational and vocational program.

The recruitment plan incorporated three main activities:

1. Publicity through the media of radio, television, newspapers, circulars, and signs
2. Consultant services of a steering committee composed of representative group leaders
3. Coordination with existing agencies

Newspaper releases appeared; the Director participated in radio and television informational programs; and classified advertisements publicized the program.[2] Circulars were prepared and distributed by staff members to schools, employment agencies, and business organizations; personal letters were written to school counselors and community leaders; signs were set up in the lobbies of the Learning Center building. (This was a public office building in which was also housed the Youth Opportunity Center, with a large clientele of unemployed youth.)

---

[1] Bimonthly review of the Tampa-St. Petersburg Labor Market, January, 1967

[2] Samples of publicity releases are appended to the monograph, Recruitment of Students, appearing in the appendix to this report

The steering committee, functioning in an advisory capacity, made salient suggestions concerning recruitment practices in the business community.

An effective program was staff contact with other existing agencies. Such contacts were numerous. The Progress Report for July and August, 1966,[3] itemizes a representative sampling:

Superintendent of Public Instruction of Hillsborough County Schools
Curriculum Director of kindergarten through the 12th grade programs
Director of Guidance and other members of the school system
Key personnel at Hillsborough, Leto, Blake, Middleton, King, Robinson, Jefferson
 High Schools
Youth Opportunity Center of the Florida State Employment Service
Vice-Presidents of the Marine Bank and the First National Bank of Tampa
Representatives of the medical profession
Curtis Hixon Rehabilitation Center
Tampa Police and Fire Departments
Manpower, Inc.
EAOP [Employment Application Orientation Program]
St. Petersburg Junior College
University of South Florida

Additional sources were later contacted:

The Florida State Employment Service
The Neighborhood Service Centers
Tampa high school counselors
Dropout lists from area junior colleges and the University of South Florida
Tampa industrial concerns
Greater Tampa Chamber of Commerce
Tampa Retail Merchants Association

The Interim Report covering the eight-month period from operational inception through April, 1967, summarizes efforts as follows:

"Approximately 200 local businesses were contacted by Learning Center staff to inform them of our training classes. . .

"Nearly 100 schools, agencies, and organizations were made aware of the Learning Center mission via public speaking engagements, regional meetings, or individual appointments.

"The services of approximately 30 health, education, and welfare specialists or agencies have been tapped and secured for individual Learning Center enrollees, to minister to specialized needs."[4]

---

[3] pp. 2-3

Of these multiple sources of recruitment, the most productive numerically were the Youth Opportunity Center and Neighborhood Service Centers.[5] Propinquity, interest, and staff cooperation undoubtedly combined to make the Youth Opportunity Center the prime contributor to Learning Center enrollment.

An unofficial source which, by the spring of 1967, accounted for 39 percent of enrollments,[6] was word-of-mouth recruitment. This type of referral was certainly effective, but it created a problem which caused concern. Word-of-mouth recruitment is, by nature, recruitment in kind. This caused a serious imbalance in the anticipated Learning Center population.

Student selection had been predetermined on the following qualifications:

1. High school graduate or equivalent living in Hillsborough County with an educational achievement level which is below that which employers require of such graduates;
2. Range in age between 17 and 35 years. A weight factor will favor the 17-21 category. . .;
3. Background and records indicating a capacity and a desire to develop marketable job skills will be preferred;
4. Family income of less than $3,000 a year.[7]

Qualification limitations one and two were readily adhered to. Exceptions were made in the age requirement for treatment of special groups, principally in the evening program. (See chapter on curriculum, and monographs appearing in Appendix on communications, special services, and evening programs.) Qualification four was never applied to the selection process, for record-keeping and humane reasons.[8]

Application forms and interviews secured only a limited amount of the information detailed in item three. A high proportion of applicants either had not been gainfully employed, or had been employed at minimal level jobs. High school transcripts contained only grade scores which as indicators of "capacity and a desire to develop marketable skills" are highly suspect. Age and diploma stipulations constituted the sole practical basis for selection.

It had been anticipated that the student population would represent a universal sampling of unemployed and underemployed, both for community service value and for value in later replication in other communities. As seen in Youth Labor Market statistics for June, 1966, recorded by the Hillsborough County Youth Opportunity Center of the Florida State Employment Service, more county youths were out of school than in, and had met with little

---

[4] Interim Final Report, September, 1966—April, 1967 p. 3

[5] Ibid.

[6] Progress Report No. 6, p. 3

[7] A Proposal for A Learning Center for Personal Employability, p. 8

[8] Progress Report No. 2, p. 1

success in achieving a high rate of employment.[9] Of those who were out of school, one-third to one-half needed enhancement of employment potential through formal or informal training. Additionally, this same segment shared the poverty statistics, and could ill afford to delay the pursuit of income.

These labor statistics did not, however, delineate a race or sex breakdown. The force of another employment dilemma prediction proved more meaningful for Learning Center recruitment:

> If non-whites continue to hold the same proportion of jobs in each occupation as in 1964, the non-white unemployment rate in 1975 will be more than five times that for the labor force as a whole. If trends in upgrading the jobs of non-whites continue at the same rate as in recent years, the non-white unemployment rate in 1975 would still be about 2.5 times that for the labor force as a whole. Thus, non-whites must gain access to the rapidly growing higher skilled and white collar occupations at a faster rate than in the past eight years if their unemployment rate is to be brought down to the common level. In part, this is a matter of providing educational and training opportunities. . .
>
> If all occupations have the same composition by age in 1975 as in 1964, opportunities for younger workers—aged 14 to 24—will be substantially fewer than the number in this age group seeking work. The unsatisfactory current relation of youth unemployment to total unemployment will worsen unless utilization patterns change. There is a clear need for action.[10]

The Learning Center's recruitment program was predicated, in its focus on a universal sample, on attracting a population that would be 25 percent white female, 25 percent non-white female, 25 percent white male, 25 percent non-white male. However, the effort to attract male students and white students was not successful. From the beginning the preponderance of students was non-white female.

The following excerpt from the monograph on recruitment sums up the situation.

> It is possible that the greater mobility of the white job-seeker within the community produced a dearth of applicants and potential Learning Center enrollees in this area.
>
> It is also possible that the preponderance of non-white students dissuaded white students from enrolling. The referrals from the Youth Opportunity Center dominated the growing list of applicants and the image of the Learning Center as a predominantly non-white program started to become a factor in recruiting efforts. An equal impact was made by the absence of male applicants. It is a fact that combined armed forces accept a greater number of males than females in the Learning Center target group. The male enjoys a greater geographic mobility than the female who is frequently restrained

---

[9] Progress Report No. 5, Table 3

[10] *Technology and the American Economy* (Reports of the National Commission on Technology, Automation, and Economic Progress, February, 1966)

to a particular environment because of children, family obligations, social pressures, lack of opportunities in other areas, financial restrictions, and matriarchal heritage.[11]

The unofficial but effective word-of-month recruitment device inevitably compounded the sex and racial population imbalance. Evolution of this imbalance is clearly evidenced in reported figures. In October, 1966, 86.7 percent of Learning Center students were female, with Negro females accounting for 66.7 percent of total population.[12] By April, 1967, 90.6 percent were female, with 65.8 percent of total population Negro female.[13] On September 30, 1967, 92 percent were female, with 78 percent of total population Negro female.[14] The trend continued until phase-out of the project in mid-1968. An overall breakdown of the complete Learning Center enrollment from September, 1966, through May, 1968, shows the following:

Negro female	63.7 percent
Caucasian female	25.9 percent
Negro male	5.5 percent
Caucasian male	4.9 percent

Two concomitant characteristics important to employability were predominant age range and family status.

Unsurprisingly, the largest portion (40 percent) of Learning Center students fell within the 18-20 year age range; more broadly, approximately 82 percent were between 17-24 years old.[15] This, of course, is the key problem group. Hand in hand with the "Youth Boom" goes the "Crisis in Youth Unemployment."[16] Cited as a major factor of the crisis, the female sector of the youth labor force is expected to double by 1970. To further substantiate the correlation between the Learning Center population and the national picture, it should be noted that in 1965, Negro females 18 and 19 years old sustained an unemployment rate of 27.8 percent, the highest rate of any age, sex, or ethnic group classification recorded at the time.[17]

Studies of low socio-economic groups repeatedly stress the matriarchal structure of the Negro family. Records of Learning Center students reveal a repetition of this pattern. Progress Report No. 8 sums up these records as of December, 1967.

> Many of the Learning Center students are classified as heads of households. The Learning Center population is 26 percent married, 56 percent single, 15 percent separated, and 3 percent divorced. . .These figures. . .are directly from student applications and no attempt has been made to ascertain their accuracy. It is, therefore, possible that some reported as married may, in fact, be separated or estranged and that some single persons who have children feel it is necessary to report themselves as married to account for the stigma of illegitimacy.

---

[11] Appendix, Recruitment of Students, p. 71

[12] Progress Report No. 2, p. 1

[13] Progress Report No. 6, p. 1

[14] Interim Final Report, summary page

[15] Interim Final Report, p. 329; Progress Report No. 8, p. 3

[16] Progress Report No. 5, Figure 2

[17] Progress Report No. 5, Table 2

> The Learning Center population of 130 students, is responsible for 162 dependent children. . .Thirty-four married students report 59 children; 20 separated parents report 50 children; 4 divorced students report 7 children, and 72 single students report 46 dependent children. Only 49 students or 38 percent have no children who are dependent upon them for sustenance and shelter.[18]

From the foregoing it can be seen that the Learning Center population was derived from the culturally disadvantaged segment of Hillsborough County citizenry. These were the poor, the ill-educated, the ill-housed—in sum, the ghetto dwellers. A consequence of their background, environment, and cultural heritage revealed itself as a self-concept characteristic of the population.

Harold Lasswell's "Threat to Privacy" refers to this self-control as "feeling worthless as 'non-people' who have no control of their own lives or of their surroundings."[19] This self-image was clearly demonstrated in the results of a locus of control testing device (ALOE-C Scale)[20] administered to a group of Negro female students in April, 1967, and a vocational maturity testing device (VDI)[21] administered in March, 1967, to 102 students representative of the total population. These testings yielded results that produced identical conclusions: "Learning Center students are quite immature in their attitudes toward their work and vocational aspirations.[22]

Not all students fit the picture that has been sketched; there were white females, a few Negro males, and still fewer white males registered. A few students, white and Negro, were of a higher socio-economic stratum than the majority. There were some students who needed brushing-up rather than remedial education—these went on to college or into "better" employment positions. Although the regular evening program enrollment was dominated by Negro females, it had a higher percentage of males and white females than did the day enrollment. Special programs had atypical populations: e.g., supervisory personnel, police officers, teachers.[23]

When, early in the Learning Center's operation, staff was faced with the continuing and growing population imbalance, they debated the merits of two positions: (1) to restrict enrollment according to stated qualifications, (2) to abandon the attempt to achieve universality of population sample. The decision reached was to admit students on a non-discriminatory basis—using criteria of age and education only. The rationale for this decision was "that the Learning Center was fundamentally funded and institutionalized to serve the needs of a largely ignored segment of the community and that those who indicated a desire to enroll were the logical recipients of the Learning Center response to that need."[24]

Thus, primary characteristics of the student population remained fairly constant throughout the history of the Learning Center. The same type of people needed the Learning Center's services in June, 1968, as had needed them in September, 1966. Consequently it bears repeating that "There is no real point in moralizing about slanted population because it is abundantly clear that in this population are the specific problem cells extant and that they therefore qualify for the concerned assistance of projects like the Learning Center. To argue that more viable conclusions could be reached with a more universally distributed population seems to ignore the obvious necessity of applying the cumulative results to a specific area of the culture. Thus, if the unemployed and underemployed pockets of the culture are predominantly non-white female, does it not logically follow that one should rigorously examine (through all of the disciplines) that isolate group?"[25]

---

[18] Progress Report No. 8, p. 5

[19] *Conflict of Loyalties*, Robert MacIver, Ed., Harper & Row, N. Y. 1952, p. 132

[20] Test conducted by James S. Pope, University of South Florida

[21] Testing and Evaluation, Chapter IV, p. 47

[22] Ibid.

[23] Appendix, Evolution of the Evening Program; Special Services to the Community

[24] Appendix, Recruitment of Students, p. 73

It cannot be denied that, while its program was not an alkahest for all of the employment problems of the county's disadvantaged, the Learning Center located and served the segment whose need was most crucial.

---

[25] Interim Final Report, pp. 324-5

CURRICULUM

Chapter II

A description of the curriculum of the Learning Center subsumes the relation of a history of change—in philosophy, methods, and materials as well as content.

The initial problem was twofold: (a) to establish a curriculum which would provide for individual needs of unemployed high school graduates between the ages of 17 and 35, in relation to requirements for employment in the Tampa Bay community; and (b) to develop a curriculum that could be successfully replicated by similar projects in other communities.

In consideration of this problem, instructional staff were chosen to teach basic education and office skills; job coordinators were chosen for their knowledge about employment opportunities in the local area. In addition to these criteria, efforts were made to insure that the professional orientation of the entire staff was compatible with the objectives of the Learning Center.

The staff, while not totally aware of the nature of the population that would apply for admittance, was cognizant that the applicants would share one very important disability—they would be unemployed or underemployed. An immediate staff function was to assess the depth and breadth of this disability and to commence activities that would remedy or reduce these disabling factors. Thus the creation of a detailed curriculum designed to deal with student needs was not feasible until students were actually admitted into the Learning Center.[1]

However, some predictive generalizations could be made. It was evident, from literature and observations, that many of the students would arrive possessing reading disabilities, speech disorders, and vocabulary infirmities. A review of the senior placement scores of two local high schools whose population was principally Negro revealed that 522 of 540 graduating seniors failed to achieve a score adequate for admission to state universities. Therefore, the relevance of traditional curricular criteria was challenged.

Implicit in the Learning Center's designation as an experimental and demonstration project was a philosophy of freedom. This freedom was extended to staff and students. The Learning Center's hypothesis was that since 12 years of regimented schooling had left students inadequately prepared to function effectively, a new approach to basic education was needed. The main feature of the new approach was a student-centered curriculum. Following initial interviews with personal counselors and instructional staff, students were allowed freedom of choice as to what vocation to pursue and which Learning Center courses to use in that pursuit.

Because most of the students exhibited deficiencies in their basic educational skills, the first course offerings consisted of mathematics, English, reading, speech, and office skills. Included also were less usual items, planned to acquaint students with, or make them more effectively knowledgeable about, the world of work, society, and themselves.

---

[1] A Proposal for A Learning Center for Personal Employability, pp. 4, 9

Generalizations soon became specifics. Few students were ready for instruction in mathematical reasoning, report writing, sales techniques, or studied personality development. The great majority required re-education in basic arithmetic processes, phonics and word skills, sentence patterns, standard American speech sounds, and social behavior. Instruction was also needed in such matters as following directions, employee attitude, and personal grooming. Rare was the student who had a firm, realistic job goal combined with the potential and motivation to achieve it.

The nature of the student population caused a gradual change in the philosophy of the Learning Center. Freedom of choice was gradually replaced by staff-assigned courses, firm direction, and insistence upon application to studies. The gamut was run—from permissiveness to structured direction. Interestingly, the same gamut was run at the administrative level.

Communications (English, reading, speech) and mathematics encompassed the fundamentals only. At first students could choose courses which were tailored to fit their individual achievement levels. But rapid increases in enrollment necessitated the elimination of individual sessions and the enlargement of class groups. The heterogeneity of larger classes, the constantly fluctuating enrollment as students entered and left the program, the staff's increasing work load—all combined to reduce the feasibility of giving students a free choice of courses.

English was taught without books because the books available were above the achievement level of most of the students. The instructor prepared her own material—using a text as a guide—to accommodate the students' understanding and background. She avoided technical grammatical terminology as much as possible. Instruction began with basic word formation and usage, and with stress on oral recitation to accustom students to the sound and rhythm of accepted language patterns.

The reading instructor used programmed material with extensive supplementary work on basic reading skills. Additionally, newspapers and magazines were used to capitalize upon and to develop student interest.

With the aid of a mirror, a tape recorder, tongue and lip exercises, and repetitious drills, the speech instructor brought the students to an awareness of their own speech sounds in comparison with "standard" speech, and was able to inspire them to the gruelling labor of developing a "second language." (For more detailed information on English, reading, and speech at the Learning Center, see the monograph, Communications.)[2]

In no case was the "descent" to fundamentals resented by the students because, as reported in the Communications monograph[3] "...a firm foundation of need had been established for each student before academic instruction began...In turn, each student [in class] was...asked his employment goal; together the student, the class, and the teacher probed and analyzed to determine communications requirements for the specific job, not general requirements for a job field. Next, the student was led to analyze his own needs ..The class identified which topics were needed by most, and which were most needed...The students, not the teacher, outlined their curriculum's content and sequence..."

---

[2] Appendix, p. 83

[3] Ibid., p. 88

In mathematics, using a combination of teacher instruction and varied programmed material, students began at their diagnosed level and progressed according to their capability and application. The mathematics instructor, who experimented enthusiastically with programmed material, concluded, a year after the inception of the Learning Center, "The challenge here is not to improve the student's understanding of an ability to manipulate the basic arithmetic operations, but, and most importantly, to subject them to a classroom atmosphere that is conducive to the stimulation of mental processes."[4]

Great demands were being placed on the business education sector; it seemed that most incoming students wanted to be clerical workers, although almost none had had any previous clerical training. The business lab contained a variety of typewriters, three accounting machines, and a Stenocord Training Lab system. The single instructor taught specific skill courses—typing, Gregg shorthand, and general business. Also included were sessions on work habits, personal habits, and employment personality. Others taught basic accounting and filing. Considering the element of time and the student's lack of training, the instructor substituted ABC Stenoscript shorthand for Gregg shorthand, because competency in Stenoscript is more quickly achieved.[5]

Perhaps the most successful, interest-catching method employed in typing classes during the first year was the use of music. Students typed in rhythm to their choice of records—invariably rock-and-roll. (The following year semi-classical music was selected by the instructor with equally good results in typing, and perhaps broader cultural development!)

Substandard language was the greatest hindrance to learning shorthand and transcription skills. The inability to hear that which was actually spoken,[6] combined with substandard language understanding, made shorthand instruction the equivalent of teaching a foreign language.

Courses in social acuity—Expanding Horizons, The Nature of Man, Our Changing World, and Tampa, Our Town—convened in large group sessions, conducted by coordinators and counselors—individually, in rotation, and by teams. A statement in the report of a teacher of Tampa, Our Town generally describes the format of these courses "...a broad discussion-type course that operates as a group zeroing in as topics arise. Different subjects have at various times stimulated different groups to active and vocal participation."[7]

Expanding Horizons dealt with increasing employment opportunities available to qualified minority applicants; The Nature of Man with biology, physiology, and psychology; Our Changing World with the individual's role in the current sociological flux; Tampa, Our Town examined the immediate and near-immediate community. The Nature of Man was of particular merit in the social acuity facet of the Learning Center. The following quotation indicates the course's philosophy.[8]

---

[4] Interim Final Report, pp. 241-2

[5] Ibid., p. 229

[6] Appendix, Communications, p. 85

[7] Progress Report No. 4, p. 128

[8] Ibid., p. 131

> The real goal of this course is to challenge the student. . .When a person sees his own reflection and accepts what he sees, then the first step toward individuality has been taken. In finding his individuality, man becomes less threatened by a hostile environment. . .In the act of becoming aware of himself he becomes aware of others. It is to this end the course "The Nature of Man" is dedicated. . .

While these courses were on-going, other courses of briefer duration were instituted, on student request or as deemed necessary by staff, such as American Government, Great Decisions, Personal Health, and Personal Income Tax. Occupational Explorations,[9] which led students to learn about themselves, about occupations and career choices, continued in various forms, into the second year.

Three notable efforts occurred early in the first year, all of which might be termed experimental in varying degrees and in different ways: the Academic Achievement Group, which attempted to make non-achieving adults employable; a Free Expression course, which attempted to release the imaginations and thoughts of inarticulate adults; and the Communications Clinic, which experimented in integrating the teaching of reading, writing, and speaking to a group representative of the Learning Center student spectrum.

The euphemistically-named Academic Achievement Group was composed of students who had initially scored very low in standardized achievement tests and who had made no discernible gains in several months. These pupils were taught three hours daily for five months in a self-contained class. With manipulative materials (such as "play money" and writing slates), analysis of newspaper items on current events of interest to the students, simple and practical application of fundamental communication and arithmetic skills—and with much patience—the single instructor brought most of the group to minimal employment level.

The Free Expression course, through the eliciting of free (without grammar or structure restraints) expression of opinion on topics as divergent as racism and the Chinese art form, brought gratifying results in the development of student confidence with words, oral and written.[10]

In the Communications Clinic,[11] three instructors joined forces to correlate and integrate language skills instruction and learning—including study skills and listening skills—with highly successful results in both skill achievement and transference of learning to other subjects and to out-of-Center environments.

All instructors continuously shared ideas and materials, so that what was learned in one area could be reinforced while students participated in another area. The speech teacher, concerned with the substandard language patterns of her students, sought the English teacher's help in selecting exercises for speech sounds practice which would simultaneously encourage standard sentence pattern learnings. The reading and English teachers together constructed lesson plans to strengthen sentence structure learning with vocabulary and word skills learning. Mathematics, health, and business instructors contributed specialized terminology from their fields for incorporation into communications lessons.

---

[9] Ibid., and Progress Report No. 6, section 5

[10] Interim Final Report, p. 212 ff.

[11] Appendix, p. 99

At the end of the first year, despite little structure, despite pressures of time, demand for job placements, and budget limitations, and despite the circumstance of fluid student enrollment, student achievement and growth was rapid and substantial. This was indicated by standardized test scores, successful job placements, and by college enrollments.

During the first year circumstances were geared to allow students to regulate their time, to concentrate on the skills they judged most important for their employability, and to behave as ambitious adults. This might be called an experiment in self-propulsion. It failed. Only the most motivated and/or proficient proved capable of educational self-direction.

But out of this failure arose the operational format of the 1967-68 year which effected superior educational and job placement gains.

In September, 1967, the Learning Center shifted gears. A year of trial had passed. A format was designed based on lessons learned and conclusions drawn:

1. Competency in language use is basic to success in other learning areas.
2. Most effective learning occurs when subject matter is presented in a vocational framework.
3. Student population requires and wants
    a. firm supervision
    b. structured time assignments
    c. specific direction
    d. central teacher figure
4. Funding agency ranks job placement over job mobility, therefore,
    a. vocational counseling must supersede personal counseling
    b. placement emphasis must determine curriculum

The format designed to satisfy all the above was called the Primary Core Group system. For fuller explanation of its operation the reader is directed to monographs on Communications and Core Group Concept appearing in the appendix.[12] Briefly, the Primary Core system, which operated, with modifications, from September, 1967 through April, 1968, was basically a self-contained class situation for all communications learning. Cores, designated by letters A through F, consisted of 15 to 25 students each, and met for three hours daily. The Primary Core Instructor (PCI) taught all communication, social, and work skills in a vocational framework appropriate to the aspirations of the students in that core group. Each PCI was responsible for his or her students in all ways—achievement, attendance, behavior—and also acted as a personal counselor. Students attended other subject classes on schedule—mathematics, typing, stenoscript, history, etc.—with the special subject matter teachers. The latter reported students' attendance, attitude, and achievement to respective PCI's. The system operated in cycles of approximately eight weeks, with re-scheduling occurring with each new cycle. There were four options for each student at each cycle's conclusion: job placement, termination, referral, or re-cycling for further training.

---

[12] pp. 83, 219

With each new cycle the PCI's increased the vocational orientation of their teaching. The final cycle concentrated on four areas: clerical, health-related, community service, and retail sales occupations. Since the greater portion of students continued to request clerical training, three clerical cores evolved to teach concentrated clerical skills at graduated levels. The increased vocational orientation was reflected in the specialized areas as well as core areas. For example, mathematics courses were oriented toward commercial math, business math, math for nurses, and basic bookkeeping.[13]

With the core system and its vocational orientation, the use of visual aids increased, as did that of manipulative materials in the clerical area, such as filing kits and teletrainers. Greater use was also made of role-playing techniques (particularly valuable in teaching office behavior), field trips, and guest speaker programs.

Positive results of the core system and its occupational approach rapidly became evident: in attitude, in achievement in class, and in motivation as shown by an upsurge of employment placements.

A sampling of instructor evaluations of published materials used in classroom situations is attached to this report.[14] Naturally, any material or tool has value for a given teacher according to the use made of it, and the methods employed in its use.

One cannot detail the many vocational materials gathered and the ways they were used by core instructors in their daily sessions. However, one method and one teacher-created teaching tool used in the clerical groups deserves particular mention.

Although the Learning Center did not use an institutionalized grading system, instructors of the advanced clerical core group did employ a work incentive grading technique that motivated each student to intensive competition with himself. The instructors devised a "currency" point system for accomplishment which was equated with on-the-job performance. At the end of each week the cumulative monetary total was issued as a "pay check." Students worked hard to "raise the pay." Interestingly, as students were placed on jobs, their actual starting weekly wage usually approximated the amount the student had reached in her class "job." This further encouraged remaining students to compete for the higher "pay check."

The teacher-made tool was a programmed instruction text created and prepared by Mrs. Jerrie Durso of the Learning Center business education staff, in an effort to assist students who were having difficulty with the ABC Stenoscript. In a brief experiment with this material, Mrs. Durso found that every student who used her programmed text improved. A more complete description of this and the use of the "pay check" is contained in the monograph on Business Education.[15]

---

[13] Interim Final Report, pp. 236-253

[14] Attachment

One of the extra-core courses taught during the second year was World History. The instructor's remarks in a final report on the course hold meaning for education of the American Negro.

> . . .I am convinced that our present program for teaching history (both world and American) in predominantly Negro high schools is not. . .what it should be.
>
> . . .I am not advocating two separate societies, but I do feel that we should teach these people what it means to identify with a continuing segment of history that they can call their own (other than slavery). . .this should be one of the functions of a history teacher. . .
>
> . . .I am aware of the problems created by this type of reasoning. For example, do we teach a white, western oriented history and force all minority groups to feel a part of it, as if there were no difference? Or, do we teach the same material and let all minority groups feel that they are not a part of it and that there are. . .and always will be differences? Or, do we encourage each minority group to cling to its past heritage and promote its own form of nationalism within our own social structure?
>
> . . .I feel that [institutions of teacher training] should make this a matter of . . .discussion, so that the future teachers will be able to communicate history to the American Negro, so that it will have more meaning than it does now.

Core instructors experimented with the use of *Newsweek* magazine as instructional material. They reported that the magazine was useful in exposing the student to current events, and was also valuable as a medium for teaching communications skills.[16] The use of *Newsweek* and its map supplements was credited with students' marked increase in social studies scores on standardized achievement tests.[17]

Added to the study curriculum during the second year was a schedule of student assemblies. Unlike the assemblies of the previous year—called when a need arose for communication to students en masse—the second year schedule was made part of regular weekly curriculum.

The organized schedule was planned to enhance social, civic, and cultural awareness. The programmers hoped to maintain interest through variety and timeliness; feedback indicated that students appreciated the offerings. Some movies were shown, among them a dramatization of George Orwell's Animal Farm. Live programs included a student-oriented presentation by the Tampa Philharmonic String Quartet; a panel discussion by representatives of Job Corps, Neighborhood Service Centers, Peace Corps, and Youth Opportunity Center; and an illustrated lecture on maps and how to use them. An assistant professor of the University of South Florida Distributive Education Department spoke on Tampa opportunities in adult vocational education.

---

[15] Appendix, p. 185

[16] Interim Final Report, p. 323

[17] Progress Report No. 8, pp. 101-106

Probably the most edifying program was "Operation Teenager" sponsored by the Florida Correctional Institution of Lowell, in which young female inmates of the Institution frankly and humbly related their personal roads to prison.

The Core Group system was replaced by large group methods on May 1, 1968. The Learning Center expected to be phased-out and staff efforts were devoted almost exclusively to placing students in employment. With students occupying much of the time with job interviews, it was reasoned that emphasis should be placed upon job readiness and vocational maturity rather than upon academic subjects. Clerical students continued an abbreviated schedule of typing and stenoscript so that the dexterity obtained would not deteriorate. The non-clerical cores met daily for discussion and pertinent instruction on job behavior, job application, interviewing procedures and related topics. This schedule continued until all students were employed or referred.

SPECIAL PROGRAMS

The evening program opened on October 24, 1966, with 25 students. Class offerings were in basic studies (communications and mathematics), social acuity, and clerical skills. In January, 1967, with an enrollment increased to 64, additional courses were offered in Law Enforcement English, Basic Accounting, Personal Health, and Educational Psychology for the National Teacher's Examination group. (This last is more fully explained in succeeding pages.) In May, 1967, curriculum was as follows:

COURSE TITLE	TIME/DAY
Basic Accounting Methods	MW 6 - 7
General Business	W 7 - 9
Stenoscript	M 7 - 9
Typing	MW 6 - 7
Typing	TR 8 - 9
Shorthand	TR 7 - 8
Advanced Math	MW 7 - 8
Advanced Math	MW 6 - 7
Math	TR 7 - 8
Math	TR 6 - 7
Health and Hygiene	M 6 - 8
General Psychology	M 7 - 8
Governmental History	R 7 - 9
Occupational Exploration	M 6 - 7
Nature of Man	MW 7 - 8
Retail and Wholesale Selling	T 7 - 9
Basic English	TR 7 - 8
Basic English	TR 6 - 7
Reading	MW 8 - 9
Reading	MW 7 - 8
Reading	TR 8 - 9
Reading	TR 7 - 8

Reading	TR 6 - 7
Speech Presentation	MW 7 - 8
Speech Improvement	MW 8 - 9
Personal Management	T 6 - 8
Business English	R 6 - 8

These courses were continued through July, 1967, with an enrollment of 110 students. The reader is referred to the monograph, The Evolution of the Evening Program,[18] and to the Interim Final Report[19] for a fuller report.

During July, it was learned that the second year of the Learning Center would be conducted on a reduced budget. The evening program was therefore curtailed in favor of the day program, which served a greater number of students. Beginning August 15 and ending December 19, 1967, a package program of clerical skills only was conducted for 45 students in classes meeting twice weekly.

Outgrowths of the evening program which deserve particular attention were five programs which were compatible with the basic guidelines of the Learning Center's structure. They were undertaken as special services to the community, and proved beneficial to the recipients and the staff.

One of these programs involved applicants to the Tampa Police Department; two involved officers of the Police Department; one involved members of three public service departments of the city; and one involved teachers of the Hillsborough County School System.

The first special program[20] was designed, at the request of Tampa Police Department officials, to assist a group of nine men identified by Civil Service officials as men who had failed the Civil Service examination required for police officer applicants. The eight-week curriculum covered the areas of reading comprehension, mathematics, English, police philosophy, and police psychology. Courses were taught at night by two Learning Center staff members and two Police Department instructors. Curriculum was academically geared, not test geared. Five of the nine enrollees passed the examination on the next attempt.

The second program,[21] requested by the City of Tampa, was a 13-week supervision course for supervisory members of the Tampa Police Department, of the Tampa Recreation Department, and of the Tampa Public Library. Three Learning Center instructors conducted this course in day and night sessions. Of the 40 original enrollees, 23 completed the course. The City of Tampa expressed satisfaction with the results.

At the request of a group of Hillsborough County School System teachers, the Learning Center formulated a program[22] to prepare the group for a renewed attempt to pass the National Teacher's Examination. A passing score was required for continued employment in the system.

---

[18] Appendix, p. 119

[19] p. 440 ff.

[20] Appendix, The Special Services to the Community, p. 131

[21] Ibid., p. 132

[22] Ibid.

Through its association with the University of South Florida, the Learning Center secured the voluntary services of a university professor to teach a course in Psychological Foundations of Education. A staff member instructed the teachers in reading comprehension.

The three-month program for the ten teachers resulted in the establishment (at the University of South Florida) of a Summer Workshop for Hillsborough County teachers who were to work with culturally disadvantaged students beginning September, 1967.

A further result was the return to the Learning Center of five of the six groups of teachers participating in the workshop. They examined methods of teaching the culturally disadvantaged and incorporated their findings into their public school teaching procedures during the 1967-68 year.

The final two special services programs were requested by the Tampa Police Department. One was a basic English course for Recruit Class No. 16, conducted at the Police Academy by a Learning Center instructor.[23]

The second was a program of reading[24] and English[25] for a volunteer group of officers—both recent graduates and veterans. This two-course program was conducted in day and night sessions at the Learning Center by two Center instructors. Results were gratifying to staff and students.

These final programs, which began in August and November, 1967, respectively, resulted from the success of the earlier courses for policy applicants and officers. Officers enrolled in the final programs urged continuation of and additions to the communications courses. Unfortunately, budgetary restrictions prohibited further special services activities.

---

[23] Progress Report No. 7, pp. 65 - 69

[24] Progress Report No. 8, pp. 54 - 68

[25] Ibid., pp 69 - 74

RECOMMENDATIONS

The Learning Center experience suggests the following recommendations:

1. A remedial program aimed at employability for populations like that served at the Learning Center should not be established on a short term basis. Quick employment is of little value to the disadvantaged. Acquisition of surface skills for a job entry position does not necessarily provide the essential foundations for job mobility.

2. The curriculum of an employment-geared program should be founded upon vocationally viable specifics. This accomplishes a twofold purpose—it strengthens and sharpens student motivation and provides a clear set of employment objectives.

3. Speech improvement should be an integral part of the curricular diet since standard language patterns and standard speech sounds comprise an important element in employee qualifications.

4. A remedial educative program should use many manipulative materials. Physical means and methods of portraying and demonstrating, and involvement of the students have better and more lasting educative impact. These methods are especially valuable for use with disadvantaged students, for their previous education and environmental experience have left them verbal paupers.

5. For this population, an instructional program must be structured. Not the little-boxes style that frequently prevails in public schools, but carefully assigned learning situations that maintain high levels of student involvement. Self-direction is an acquired attribute and is rarely exhibited in this population.

6. An employment-geared program should allot a period of three months prior to enrollment of students for:

   a. a survey of community employment opportunities, and the creation of a perpetually maintained inventory of these positions;

   b. a mandatory pre-enrollment period of occupational orientation and occupational counseling;

   c. preparation of curriculum appropriate to the educational needs of students. This should be a by-product of discoveries made in (b);

   d. preparation and acquisition of vocational materials.

7. A pre-vocational program for students requiring remedial education should be disassociated from employment activities. Rather, its "graduates" should be channeled to an employment agency. Pressure to "show results" in the form of speedy placement is inhibiting to staff efforts and thereby to students' worthwhile, enduring growth.

8. Any educational program for culturally disadvantaged adults must include social acuity and behavioral education, and a broad range of cultural experiences. The deprived segment of the nation's population repeatedly demonstrates a lack of competitive drive, a deficiency in temporal concept, a dearth of the qualities of dependability and responsibility.

ATTACHMENT
EVALUATION OF MATHEMATICS MATERIALS

Materials Used	*Approximate Grade Level (3 - 5)*	*Approximate Grade Level (6 - 8)*	*Approximate Grade Level (9 +)*
Demonstration Materials (Money, medicine bottles, tubes, rulers, measuring cups, weights)	Effective	Effective	Effective
	(Effective for motivation more than skill acquisition)		
Grossnickle, Fundamental Mathematics	—	—	Ineffective
	(It was used as voluntary supplement, only)		
Hayes Mastery Arithmetic Drills & Tests, grades 4 - Jr. High	Effective	Effective	Effective
	(For drill, and word problems)		
Honor Teaching Machine	Ineffective	—	—
	(Requires reading ability beyond student)		
Paper Strips (for visualizing fractions, equivalences, etc.)	Effective	Ineffective	Ineffective
	(More advanced students tended to resent the "elementary" approach)		
Rosenberg Business Mathematics	Effective	Effective	Effective
	(Business applications are meaningful)		
Teacher-made Exercise Sheets	Effective	Effective	Effective
	(Can be designed with maximum pertinence)		
Temac Programmed Learning Materials (workbook, answers shown)	Ineffective	Ineffective	Ineffective
	(Much too conceptual; too much dependence on logical language)		

Published Materials Used for Mathematics Instruction 1966-1968, and in Core Groups 1967-68, USF Learning Center

---

TEXTS AND WORKBOOKS

Babrow, Daniel. *Temac Programmed Learning Materials* Books One through Five. Chicago: Encyclopedia Brittanica Press, 1962

Grossnickle, Foster E. *Fundamental Mathematics.* New York: Holt, Rinehart and Winston, Inc., 1964

Kraus, Gertrude. *Hayes Mastery Arithmetic Drills and Tests,* Grades Four through Junior High. Pennsylvania: Hayes School Publishing Co., 1960

Rosenburg, R. Robert. *Business Mathematics.* New York: Gregg Division, McGraw-Hill Book Co., 1965

PROGRAMMED MATERIAL

______________________________. Honor Push Button Teaching Machine; Roll 501 Elementary Arithmetic—Addition I, Roll 502 Mathematics in Action, Roll 503 Solving Arithmetic Word Problems, Roll 504 Elementary Arithmetic—Subtraction I, Roll 505 Fractions I, Roll 506 Fractions II, Roll 507 Algebra Word Problems I, Roll 508 Algebra Word Problems II, Roll 509 Review Math I, Roll 510 Review Math II, Roll 511 Multiplication and Division I, Roll 512 Multiplication and Division II, Roll 514 The Story of Measurements, Roll 515 Introduction to Modern Mathematics

MATERIAL	HOW USED	EFFECTIVE?	CRITICISM	CONCLUSION
A. TEXTS AND WORKBOOKS				
Business English Essentials	With class group in Advanced Business English (business correspondence.)	No	Very poor for business correspondence learning. Instruction too brief. Worksheets provided for language but not for correspondence. Format suitable for refresher English course.	Not recommended. Suitable for Advanced English students. Not suitable for majority of Learning Center students. Should not be used at all for business correspondence instruction.
Daily Drills (Betts, et al.) Grades 6 & 7	With individual students requiring special help because of very poor academic background or apparent low learning ability level.	Yes	Written simply and understandably. Treats one specific problem at a time, including careful explanation and practice exercises.	Good for use with slow learners.
Vocabulary and Spelling (Pergande)	For individual work only. With more proficient and more highly motivated students.	Yes	Includes check tests. Has brief instructional material. Gives spelling, pronunciation, and word meaning. Has good vocabulary choice.	Recommended. Excellent for more proficient Learning Center students. Students like it and benefited from its use.
Warriner's Teaching Tests and Mastery Tests	With class groups for testing and also as supplementary exercises.	Yes	Helpful as supplementary material and for student diagnosis.	Not essential.

MATERIAL	HOW USED	EFFECTIVE?	CRITICISM	CONCLUSION
Warriner's text	With glass groups. Used as teacher's guide only; material selected from text according to students' needs; simplified in presentation. Exercises used for oral in-class practice. Quantity insufficient for each student to have a copy for study purposes.	Yes	Warriner's is excellent as a reference book. Cut and dried format inappropriate to level of majority of Learning Center students, but excellent as guide for teacher-prepared instruction.	Advocate text more appropriate to student population—background, reading ability, previous academic education. Also advocate a text or workbook for each student. This the Learning Center did not have.
Warriner's Workshop	With class groups: for greater variety of in-class practice exercises; for testing; for homework assignments.	Yes	Useful for supplementary material. Includes excellent vocabulary sections. Instruction sections simple and understandable.	In absence of text per student. Workshop recommended for homework study as it includes brief instruction per topic, and for reinforcement of class instruction.
B. SPIRIT DUPLICATOR MATERIAL				
Junior High English, and Mastering Parts of Speech (Continental Press)	In clinic situation. Prepared as workbooks for student use independently.	No	Circumstances of use permitted no valid judgment of results. However, child-oriented illustrations and situations make material inappropriate for use with adults. Poor format. Divergent topics sometimes placed on same sheet. Always two topics (language problems) on each sheet.	Not recommended.

MATERIAL	HOW USED	EFFECTIVE?	CRITICISM	CONCLUSION
C. PROGRAMMED MATERIAL				
1. Machine				
Honor Teaching Machine	With those students on independent study.	No	Impossible to go back to check reasons for errors in responses, or to re-study without opening machine and unwinding roll. Material content too difficult. Even proficient students found it confusing.	Not recommended.
2. Boxed				
Individualized English	With class groups and with individual students.	No	Requires too much preparation for operation and for charting progress. Content includes language refinement not needed for Learning Center use.	Not recommended.
Reading Laboratory IVa (SRA)	With class groups and with individual students.	Yes	Grade level color-coded for ready identification. Material graduated in difficulty. Content topics of good variety and high interest. Treats comprehension and rate. Includes good Listening Skills program for group work. Defect: complicated chart system.	Recommended. Good for reading levels from eighth grade up.

MATERIAL	HOW USED	EFFECTIVE?	CRITICISM	CONCLUSION
Spelling Laboratory (SRA)	With class groups and with individual students.	Yes	Well organized. Provides graduated learning and problem area treatment, good system of self-check, and new material for re-study of a given level or problem. Also provides supplementary instruction.	Highly recommended as a useful learning tool for varying ability levels. Suggest it be used only in conjunction with class instruction for all but most proficient students.
3. Book Style				
English 2200 English 2600 English 3200 and test booklets	With individual students working independently. With class groups and teacher supervision and assistance.	Yes	Excellent format. Pre-tests pinpoint sections to be studied; post tests provide self-check. Content format (in conjunction with test format) excellent; provides breakdown of topic so as to allow study on wanted topics without wading through unwanted material. Books are graduated in difficulty. Each covers total gamut of language learning, but with graduated language refinement.	Highly recommended. Used at Learning Center successfully for students with reading levels eighth grade up.
Problems in English Grammar (Schueler)	With individual students working independently	Yes	Content limited to six common problem areas. Format eliminates unwanted material and necessity for hunting proper section.	Recommended. Excellent for individual use and identified weaknesses.

MATERIAL	HOW USED	CRITICISM	CONCLUSION
A. TEXTS AND WORKBOOKS			
Business Behavior	Used to teach social acuity and business behavior patterns, attitudes, and procedures to homogeneous clerical groups.	Excellent material; covers areas of social acuity for business in which our students are generally very weak.	Used to teach business (clerical) social acuity for any group of clerical students; parts of material can be extracted to teach social acuity to students with other areas of vocational interest.
Business English Essentials text	Used as text for homogeneous clerical groups.	The manner in which the book is laid out often presupposes skills which have not yet been treated in the text; material good, but layout bad.	Find a better business English text.
Pergande Spelling and Vocabulary	Used in homogeneous and heterogeneous groups to teach spelling and vocabulary.	Excellent for H groups—it challenges them; but bad for M and L groups—they are lost; material too sophisticated for them; cannot be used in heterogeneous groups successfully if instruction is to be related to it.	Use only for homogeneous H groups or for individual students within heterogeneous groups.
Practical English Reading Skills Workbook	Used as supplementary exercises to instruction given in reading skills in homogeneous and heterogeneous groups.	Interesting material with good quizzes; definitely on a medium to high level; not recommended for L students.	Use as supplementary material for reading instruction in homogeneous M and H groups.

L = Low achievement group
(below 7th grade level)

M = Medium achievement group
(7th to 10th grade level)

H = High achievement group
(above 10th grade level)

MATERIAL	HOW USED	CRITICISM	CONCLUSION
Reading Skills	Used as source material for some lectures in homogeneous reading class.	On a high level, but if used as source material it can be more or less refined according to the group being taught.	Use as previously mentioned.
Warriner's English Grammar and Composition	Use as text for English instruction in homogeneous and heterogeneous groups.	Cannot be used effectively in heterogeneous groups because material is on 12th grade level; an adequate English text; very effective with M and H homogeneous groups.	Use as basic English text for homogeneous M and H groups.
Warriner's Workshop	Supplementary exercises used with Warriner's text; used in homogeneous and heterogeneous groups.	Same as above (as supplementary material only).	Same as above (as supplementary material only).
B. PROGRAMMED MATERIAL			
EDL Word Clue Series	Used in homogeneous and heterogeneous groups as supplement to and practical application of reading skills taught in class, particularly vocabulary development and inferring from context.	Our series of volumes covered 7th to 13th grade levels; effective for individual work in heterogeneous groups, but not for group as a whole except if homogeneous; with many different levels in one class, quiz-giving is difficult.	If no books are available below 7th grade level, use in M and H homogeneous groups for maximum effectiveness.

L = Low achievement group (below 7th grade level)

M = Medium achievement group (7th to 10th grade level)

H = High achievement group (above 10th grade level)

MATERIAL	HOW USED	CRITICISM	CONCLUSION
English 2200, 2600, 3200	Used as supplement to English instruction taken from Warriner's; in homogeneous groups.	Through a series of pretests, each student can work (on his own level) on his own areas of weakness in English; should not be used in place of instruction, but as a supplement.	Use as supplement to English instruction for H and M groups; too advanced for L group.
Individualized English	Used as supplement to English instruction in homogeneous and heterogeneous groups.	Pre-test charts strengths and deficiencies and allows student to work in own areas of weakness; level is too sophisticated for L group.	Used most effectively as supplement to English instruction in M and H groups.
SRA Reading Labs (IIIB: 5th to 12th grade level; IV-A: 8th to 14th grade level.)	Used for practical student application of skills taught in reading instruction for heterogeneous and homogeneous groups.	Most students in M and L groups do not see its merit and lack proper motivation; H students take it more seriously; many students cheat on it; allows student to work on his own level; gives practice work to develop rate and comprehension.	Use as supplement to instruction given to M and H students.
SRA Spelling Lab	Used to teach spelling in heterogeneous groups.	Because of the level of most of the material, it is more suitable for L and M groups; directions can be confusing for L group; good in that it maps out individual programs for each student; fun for students to manipulate.	Most effective with M group; satisfactory for L group; most of the material too low for H group.

L = Low achievement group
(below 7th grade level)

M = Medium achievement group
(7th to 10th grade level)

H = High achievement group
(above 10th grade level)

MATERIAL	HOW USED	CRITICISM	CONCLUSION
C. MISCELLANEOUS			
Career Kit Vocational Pamphlets Vocational terminology lists Dictionary of Occupational Titles	All of these materials were used in both homogeneous and heterogeneous groups for occupational exploration, realistic job assessment, and teaching vocational terminology.	Materials of this sort and more of the same should be used with students grouped vocationally and homogeneously for work in area of occupational interest.	Use these materials and others of the same kind for all students in relation to job aspirations.
English Golden Series of Tapes	Used as supplement to both English and speech instruction in homogeneous and heterogeneous classes.	The English portion of the instruction is on a medium level; the speech material can be used for any level of student.	Use in homogeneous M groups as supplement to English instruction, and in any group for speech practice.
Gregg Filing Kit	Used in homogeneous clerical groups to teach filing.	Very good presentation of principles and application of filing rules and terminology; much better for homogeneous than for heterogeneous groups; L groups could not absorb principles; good manipulative practice; very practical.	Use for homogeneous M and H clerical groups; excellent.
Honor Teaching Machines Developmental Reading Book Problems in English Grammar	All of these materials used for extra work for high level students in M and H groups.	Should be used for individual work with individual students rather than for group work.	Use as individual work assignments for high level students.

L = Low achievement group (below 7th grade level)

M = Medium achievement group (7th to 10th grade level)

H = High achievement group (above 10th grade level)

MATERIAL	HOW USED	CRITICISM	CONCLUSION
Newsweek Magazine American History text Miscellaneous magazines	Used newspapers for homogeneous clerical group for speech preparation and presentation and to create awareness in current events; used Newsweek with maps to teach social studies study skills to various groups; used American History text to teach history; used various magazines for reading and English assignments to create student interest.	Good, interesting material should always be used at various intervals to depart from the rigors of dry texts to create or restimulate student interest; materials such as this should be used at least occasionally.	These materials may be used effectively with almost any group to create interest in any number of areas in which instruction has been given; the American History is a very readable text from student point of view.
Spirit Duplicator Continental Press material—English - levels 6-9; reading 6th grade level but seems more advanced	Duplicated and combined into booklets for summer communications clinic for individual work.	English: good material for M group, junior high level, but illustrations have children's pictures and drawings which insult adult students; reading: material offers a variety of good exercises in reading skills.	Use the reading materials as supplement to reading instruction for M group; find better English material.

L = Low achievement group (below 7th grade level)

M = Medium achievement group (7th to 10th grade level)

H = High achievement group (above 10th grade level)

Published Materials Used for Communications Instruction 1966-1968, and in Core Groups 1967-1968, USF Learning Center

TEXTS AND WORKBOOKS

Abrams, Ray, and Bell, Mary L. *Business Behavior,* Second Edition. Cincinnati: South-Western Publishing Company, 1956

Baker, William D. *Reading Skills.* New Jersey: Prentice-Hall, 1953

Betts, Emmet A., et al. *Daily Drills in Language Skills, Grade Seven.* Evanston: Row, Peterson and Company, 1949

Betts, Emmet A., et al. *Daily Drills in Language Skills, Grade Six.* Evanston: Row, Peterson and Company, 1949

Crothers, George D. *American History.* New York: Holt, Rinehart & Winston, Inc., 1964

Guiler, Walter S., May, Merrill M., and Raith, Claire J. *Developmental Reading,* Second Edition. Philadelphia: J. B. Lippincott Co., 1964

Henderson, Greta LaFollette. *Business English Essentials,* Third Edition. New York: McGraw-Hill Book Company, 1965

Palmer, Orville, and Miller, Peter M. *Teaching Tests to Accompany Warriner's English Grammar and Composition, Complete Course,* Revised Edition. New York: Harcourt, Brace & World, Inc., 1965

Warriner, John E., and Blumenthal, Joseph C. *English Workshop Grade 12 Review Course.* New York: Harcourt, Brace & World, Inc., 1964

Warriner, John E., and Griffith, Frances. *English Grammar and Composition, Complete Course,* Revised Edition. New York: Harcourt, Brace & World, Inc., 1965

Warriner, John E. *Mastery Tests to Accompany Third Edition English Workshop Grade 12 Review Course.* New York: Harcourt, Brace & World, Inc., 1964

____________________________. *Vocabulary and Spelling, Practice Tests for Civil Service Examinations.* Milwaukee: Pergande Publishing Company, 1966

____________________________. *Practical English Reading Skills Workbook.* New York: Scholastic Book Services, Division of Scholastic Magazine, 1963

____________________________. *Dictionary of Occupational Titles,* Third Edition, Vols 1 & 2. Washington, D.C.: U.S. Department of Labor, U.S. Government Printing Office, 1965

SPIRIT DUPLICATOR MATERIAL

______________________________. *Junior High English, Grade 9,* and *Mastering Parts of Speech, Jr. High Ungraded.* Atlanta: The Continental Press, Inc., 1957

PROGRAMMED MATERIAL

Machine:

______________________________. Honor Push Button Teaching Machine; Roll 304 Review English I, Roll 305 Review English II Senior High School. Cambridge: Honor Products Company

Boxed:

______________________________. Individualized English, Set J for Jr. High. Chicago: Follett Publishing Company, 1964

Frackenpohl, Helen, Joline, Nancy, McDonald, Arthur S., and Taylor, Stanford S. EDL Word Clue Series. New York: Educational Developmental Laboratories, 1962

Kahn, Gilbert, Stewart, J. R., Jr., and Yerian, Theodore. Gregg Filing Kit. New York: Gregg Division, McGraw-Hill Book Company, 1965

Parker, Don H., and Walker, Frederic R. Spelling Word Power Laboratory IIIa. Chicago: Science Research Associates, Inc., 1964

Parker, Don H. Reading Lab IVa. Chicago: Science Research Associates, Inc., 1959

Parker, Don H. Reading Lab IIIb. Chicago: Science Research Associates, Inc., 1963

______________________________. English Golden Series of Tapes. St. Paul, Minnesota: 3-M Manufacturing Company

Book Style:

Blumenthal, Joseph C. *English 2600,* Revised Edition, and Test Booklet. New York: Harcourt, Brace & World, Inc., 1962

MacGowan, John H. *English 2200* and Test Booklet. New York: Harcourt, Brace & World, Inc., 1964

MacGowan, John H. *English 3200* and Test Booklet. New York: Harcourt, Brace & World, Inc., 1962

Schueler, Donald G. *Problems in English Grammar.* Columbus: Charles E. Merrill Books, Inc., 1965

COUNSELING–PERSONAL AND VOCATIONAL

Chapter III

Personal

Since the Learning Center's population was composed of people with employment difficulties, it was assumed that many of these would have contributing personal problems. Thus, a personal counseling area, referred to as Personal Services, was set up to help students with their personal problems: familial, financial, surface emotional, and minor psychological.

The name, Personal Services, was chosen by the Learning Center staff to avoid the word "counseling" which, it was reasoned, might have had a bad carry-over effect from the high school counseling program that was often merely a disciplinary branch of school administration.

The Learning Center staff wanted to make Personal Services a completely voluntary and sought-after service. To this end, it was designated as the induction area for new students. This enabled the counselors to meet the students on their first visit to the Learning Center and to initiate communication with each student.

The Personal Services Staff included a Director of Personal Services and three guidance counselors. The three counselors were available to students upon request and each student was urged to choose the counselor with whom he felt greatest empathy.

The counseling area was divided equally between private counseling offices and a public area used for completion of admission tests and application forms.

A student's initial contact with the Learning Center was with a counselor who interviewed the student, acquainted him with the offerings of the Center, and assisted him in completing his entrance application. The counselor then had the student complete the Kuder Preference Record—Vocational, to determine the individual's area of occupational interest. No academic achievement tests were required for admission, and even the Kuder Preference Record—Vocational, could be waived if the student did not desire to take it. The rationale for this procedure was to make the initial student-counselor contact a pleasant one, and to establish rapport so that further meetings between student and counselor would be rewarding.

After the interview and completion of forms, the counselor enrolled the student in the program (assuming that the entrance requirements were met).[1] The student was advised of the course offerings which pertained to the accomplishment of the student's goals. The student was then scheduled into the classes of his choice.

In addition, the counselors were responsible for orientation processes, and the creation of a permanent records system for the Center.

---

[1] A Proposal for a Learning Center for Personal Employability, April, 1966, p. 8.

The counselors had numerous functions and, therefore, should have had a full schedule of activities. This, however, was not the case. Despite efforts to present a friendly image and despite its efforts to avoid the stigma of traditional high school disciplinary programs, student participation was well below the anticipated level. Ironically, many enrollees with obvious, or only partially obscured problems, did not seek assistance.

The techniques employed by counselors in individual counseling sessions were non-directive in approach. The establishment of rapport was vital to productive counseling sessions and counselors strove to attain rapport by assuring the student of the confidentiality of the information discussed.

Counselors requested that other staff attempt to communicate to students through actions, attitudes, and conduct—especially through the silent language—the counseling staff's desire to provide for students' social needs.

Since there was a dearth of student-initiated counseling sessions, two of the counselors team-taught a course entitled, "The Nature of Man." The objective of this course was to experiment in group processes and group counseling. It was thought that group work might establish a communication base between the counselors and their prospective counselees, and result in an increase in the number of individual counselees.

In time, the level of participation in private counseling sessions rose. Students eventually accepted the proffered assistance and responded to individually staged counseling sessions. However, because of the emphasis placed upon confidentiality in the sessions, there is little recorded data regarding individual student problems and instructors were unable to benefit from the counseling event. There are a number of case studies to which the reader is referred for a more thorough study in this area.[2]

While there is little specific counseling data recorded, some general comments follow regarding the nature and extent of student problems:

1. Students' personal problems were thickly enmeshed with their lack of employment mobility and vocationally-based deficiencies.

2. Counseling sessions intended to deal with personal problems crossed into the realm of vocational counseling.

3. Individual counseling sessions discovered enrollees who had unrealistic job aspirations.

4. Students who had poor attitudes toward employment claimed discrimination as the reason for lack of gainful employment.

5. Basic educational achievement levels were not commensurate with objectives.

---

[2] Progress Report No. 4, pp. 38-61 and Interim Final Report, pp. 330-349.

6. Students who were not well motivated tended to "hang on" to the Center as a sort of welfare institution.

7. Many students were heads of household. These included: unwed mothers, and separated and divorced women with dependent children. In most cases, their only source of support had been a welfare check.

8. Many lacked adequate facilities for child care, or knew not how to find suitable facilities for their children.

9. Many pupils lacked proper housing facilities.

10. Many were without adequate transportation to pursue employment opportunities.

11. Many had physical health problems, emotional problems, and familial problems.

12. Most had difficulties in the social acuity area: hygiene, grooming, and dress.

13. Few had practical knowledge of the social graces or behavior patterns required for entry-level jobs in the white middle-class business community.

14. Many demonstrated substandard speech patterns which rendered them unable to communicate effectively outside their own spheres.

15. Many students failed to see the importance of being punctual.

16. Many students had temporal concept difficulties, and preferred to proceed on a day-to-day existence rather than with a long-range plan.

These and other related problems were brought by students to counselors sometimes reluctantly, often with anxiety, and rarely openly. Counselors attempted to assist the student in solving, eradicating, or correcting his problem, but occasionally the depth or nature of the difficulty fell beyond the scope of Learning Center functions. When such occasions occurred, the individual was counseled and officially referred to an agency or organization designed to serve his specific need.

At the end of the first year of Learning Center operation, administration and staff reflected on the unstructured, experimental design of the year's activities. This approach was present in all areas of the program—curriculum design, student participation, learning activities, counseling and staff functions. It was decided by the administration, and supported by staff thinking, that the second year of operation should be geared to fit a more structured, patterned framework. Its specific effect on Personal Services was marked. One of the counselors was assigned to administer a comprehensive program of testing and evaluation of student academic progress. Two of the counselors became Primary Core Instructors (PCI's). The PCI was made responsible for all student activities of his group. The description of specific Primary Core Instructors' duties can be found in the monograph entitled, Core Group Concepts.[3]

---

[3] Appendix, p. 219

Because of the increased and intensive involvement between PCI and student, it seemed plausible to capitalize on the close relationship between the PCI and the student. Each PCI was with his core group of students for a three-hour block of time each day, and was responsible for his students' total program of activities at the Learning Center. It therefore became possible for effective personal counseling to take place between the PCI and the student.

The director of Personal Services assumed isolated instructional duties in the social acuity field. One of the courses taught in the social acuity area, Games and Decisions, was an experiment in group processes and group counseling, and it was finally discontinued in favor of the strong relationships which were being formed through student-PCI involvement.

It should be noted that the institution of counseling in the core groups began with the PCI's intensive involvement with his own core group. This led to the development of group processes and group counseling within the core group by the PCI, with an adjunct of individual, private counseling if requested by the student. This was complemented by an intensive vocational counseling effort which, in many cases, solved personal problems as well. The vocational counseling was an activity of the Center's two vocational counselors, who were also responsible for student job placement. Their work was supplemented by the PCI, who did group and individual counseling with his students. The monograph entitled Vocational Counseling and Job Placement for the Negro, explores further the overlapping between vocational counseling and personal counseling.[4] This overlapping was especially effective in the Learning Center because so many personal problems arose from economic deprivation.

The second year's operation of the counseling program proved superior to the first year's operation. The structured design of the counseling activities accomplished noteworthy results. Structured curriculum, greater emphasis on the importance of absenteeism and tardiness, intensive exploration of student job aspirations, and the strong relationships established between students and PCI's through the core group concept seemed to provide students with the necessary direction to pursue their goals realistically.

Strategies employed in the second year of operation constituted an effective method of dealing with the personal and vocational problems of the disadvantaged. The strong student-PCI relationship provided an opportunity for the student and counselor to establish a firm base for group and individual counseling.

The role of the PCI as a teacher and part-time personal and vocational counselor for his core group contributed heavily to this successful venture.

It is recommended that this approach to the establishment of a personal counseling program should be incorporated in any project which serves disadvantaged high school graduates, and has goals compatible with those of the Learning Center.

Vocational Counseling

It was the purpose of the Learning Center to diagnose deficiencies and upgrade needed skills of unemployed or underemployed enrollees to bring these students to a level at which they could be gainfully employed. In order to accomplish this, it was necessary to engage in a variety of student-oriented activities, all of which were related to the development of a realistic assessment of personal employability.

---

[4] Appendix, p. 233

In order for the vocational counselor to be effective in his role, it was necessary for him to know the student's job aspiration, and the realism of that aspiration in terms of aptitude, interest, and educational proficiency. It was his function to acquaint students with community job opportunities and requirements for those positions. In addition, it was frequently necessary to redirect students who possessed an unclear set of goals, whose educational disabilities prevented them from entering work situations of their choice, and whose objectives were out of balance with their aptitudes and interests.

The cultural inheritance of the Negro was the ultimate problem that confronted the vocational counselors as they sought to equate these social differences with assimilation into the white middle-class work world of Tampa, Florida.

Vocational counselors, then, had the responsibility of helping the student recognize his educational handicaps, assessing to what extent these handicaps could be eradicated through further training, helping the student find pride in his attributes, directing the student toward realistic insight into his own employment situation, and, ultimately, securing meaningful employment for the student.

Several vocational counseling methods were experimented with by the counselors in an attempt to achieve full student participation. The first method was in harmony with the Learning Center's initial design—unstructured, permissive, and experimental. Vocational counseling was non-directive. Vocational counselors were available whenever the student felt the need for discussion of job goals or employment-related problems. No attempt was made to direct the student toward a particular vocational choice. Students made their own decisions and consulted the counselors for specific vocational information.

This approach was not successful. Only the more mature students—those who needed least in the way of vocational guidance—sought information. Typically, those who sought assistance were self-assured, had realistic career goals, and were close to the fulfillment of their goals. This non-directive approach in effect credited every student with the ability and capacity to select a realistic career goal. This was not true of the Learning Center population. The range of abilities, aspirations and aptitudes was widely diverse.

Students often chose a vocational counselor for a personal reason, rather than for a specific job-related reason. The identity of the counselor became more important than the identification of the job goal. There were some notable successes under this system, but the majority of the student body remained, in fact, uncounseled.

A change in tactics was indicated. A new procedure was established whereby incoming students indicated, at the time of admission, their area of occupational interest. They were then immediately introduced to the appropriate vocational counselor. The vocational counselor had a brief discussion with the student which centered around the student's goals, and assured the student of the counselor's availability and desire to be of service. The non-directive approach was retained. This was not wholly effective or efficient.

Little academic, vocational, or personal data was available because of the Learning Center's initial philosophy that testing and measuring devices would tempt the staff to pre-judge students. The Kuder Preference Record—Vocational, Form CH, was used, but could not provide an overview of the student's level of employability. Its function was to indicate blocks of interest. Vocational counselors complained that there was little effective contact with students, and students suggested that not enough occupational guidance was available.

The second strategy did not achieve the desired results in vocational counseling or placement; therefore, occupational counselors developed a course called Occupational Exploration. This course was team-taught by the five occupational coordinators and the coordinator of community relations. The entire student body participated for one hour each day, Monday through Friday. The purpose of the course was to experiment in group occupational counseling, and to deal with vocational interests, job requirements, job preparation, business behavior patterns, and job opportunities. It included a windshield tour of the city, citing major areas of employment and specific businesses within each of these areas. This course was well received by the student body, and the staff agreed that it had been worthwhile and merited further development and expansion. Individual student participation in vocational counseling sessions was not, however, benefited by this group activity.

At the start of the second year a drastic alteration from the unstructured, developmental design to a patterned, structured design occurred. This philosophy encompassed all functions of the Learning Center. With the advent of a packaged curriculum, increased student involvement, time-oriented eight-week cycles of instruction, and the core group concept, a more structured method of vocational counseling was indicated.

It was apparent that a shift of emphasis from experimental and developmental activity to placement activity was desired. The number of occupational counselors was reduced from five to two, for economy. The two occupational counselors ceased to function within specialized areas, but coordinated their efforts so that each of them could effect meaningful job placement for students in all fields of employment. Each of the counselors was assigned a weekly counseling complement of students. Each student met at least once a week with his counselor. When it became apparent that a student could relate better with a particular counselor, he was allowed to have the assignment changed.

The development of the core group concept and the strong identification between the PCI and his students proved to be an asset to the new vocational counseling approach.[5] Students were placed in cores according to similarity of vocational aspiration. Thus, students within the group had common career goals. This enabled the PCI to be more effective in his instruction, to better evaluate student progress toward vocational maturity, and to create teaching materials based upon common vocational interest. With the availability of records of students' academic and vocational progress prepared by PCI's, the counselor then had data to support regular personal contact with the students.

The vocational counselors worked closely with PCI's so that subjective judgments of student progress could be exchanged. Vocational counselors compiled academic assessment forms for each student. These records were constantly current and reflected the student's assets and liabilities—his job readiness.

---

[5] Core Group Concept, Appendix, p. 224

The system worked well, and student response was enthusiastic. As an added measure, and as a further experiment in group vocational counseling, the two vocational counselors offered a course called Job Preparation. It was team-taught to the entire student body. It was geared to reinforce the employment-readiness processes being emphasized in individual sessions and was an extension of the Occupational Exploration course, successfully offered during the first year. The lectures covered such topics as: employer expectations; employee expectations; requirements for today's jobs; attitude, personality, and business behavior patterns; dress, appearance, grooming and health; and realistic job aspirations. The course also offered students a windshield tour of the city to point out major areas of employment, and concluded with on-the-job observation days, during which students spent all or part of a day observing employees in a position compatible with the student's own job goal.

When the course terminated, the responsibility for group vocational counseling became the responsibility of each PCI for his own group. The system worked well; the efforts of the vocational counselors and PCI's, assisted by the data provided by tests, evaluations, assessment forms, and personal contacts, contributed to job placement.

Vocational counseling through regularly scheduled, individual contacts between student and PCI, coupled with group counseling with students by PCI's, was the most successful method used at the Learning Center, and therefore was continued for the duration of the project. Only one significant deviation from this pattern occurred. When the project was in its final months, it became obvious that a tremendous effort toward student placement was essential to place all of the students by the end of the funding period. To this end, the entire staff became part-time vocational counselors and job placement people, as well as instructors and administrators. The instructional staff continued to teach but spent time also in job-placement activities. So it was with the entire faculty. Although placement was still the responsibility of the coordinators, they were assisted by the entire staff.

The massive effort toward placement began on March 28, 1968, at which time the Learning Center had approximately 114 enrollees. By May 30, 1968, through placement efforts, the number of enrollees was reduced to 27. Job placements were made for most of the 27 students, but others were referred to local agencies or training programs that could better serve their specific needs. Placement and referral continued until program termination.

Throughout the Learning Center's existence, the student problems observed by the vocational counselors in their personal contacts with students were diverse. Although the nature and extent of the occupationally-based problems which students exhibited varied from student to student, the vocational counselors discerned several common areas of concern. The two problems which appeared most consistently were: the student's lack of confidence in and understanding of his own abilities, and the student's inability to realistically equate his aspirational level with his achievement level.

Other vocational problems common to many Learning Center enrollees were: little or no knowledge of prerequisites for specific jobs; nebulous or constantly fluctuating job goals; little or no knowledge of business behavior patterns; dependent children which narrowed student's range of acceptable employment; unfavorable background information, such as police records; conceptualization of the racial discrimination factor in employment; mode of dress, hygiene, or other personal problems. The roles of the vocational counselors, the personal counselor, and finally, the PCI often overlapped as they sought to understand the factors that were contributing to occupational disorientation.

The method of vocational counseling, then, which most effectively reached the majority of the Learning Center's student body was the structured, regularly scheduled personal contact approach. This factor, coupled with compiled data on student academic and pre-vocational progress, and the regular student evaluations by vocational counselor and the PCI, constituted a successful approach to vocational counseling and ultimate job placement. Supportive contributions from group activity such as Occupational Exploration and Job Preparation are also recommended.

TESTING AND EVALUATION

Chapter IV

During the last three cycles of its operation, the Learning Center conducted a comprehensive testing program. Instruments used included standardized tests of educational achievement and intelligence, employee-selection instruments used locally, and vocational maturity scales. The purposes of the program were threefold: (1) to define the characteristics of the population served, (2) to enable assessment of progress toward goals, and (3) to explore the relationships between the measured abilities of disadvantaged youth.

STUDENT CHARACTERISTICS

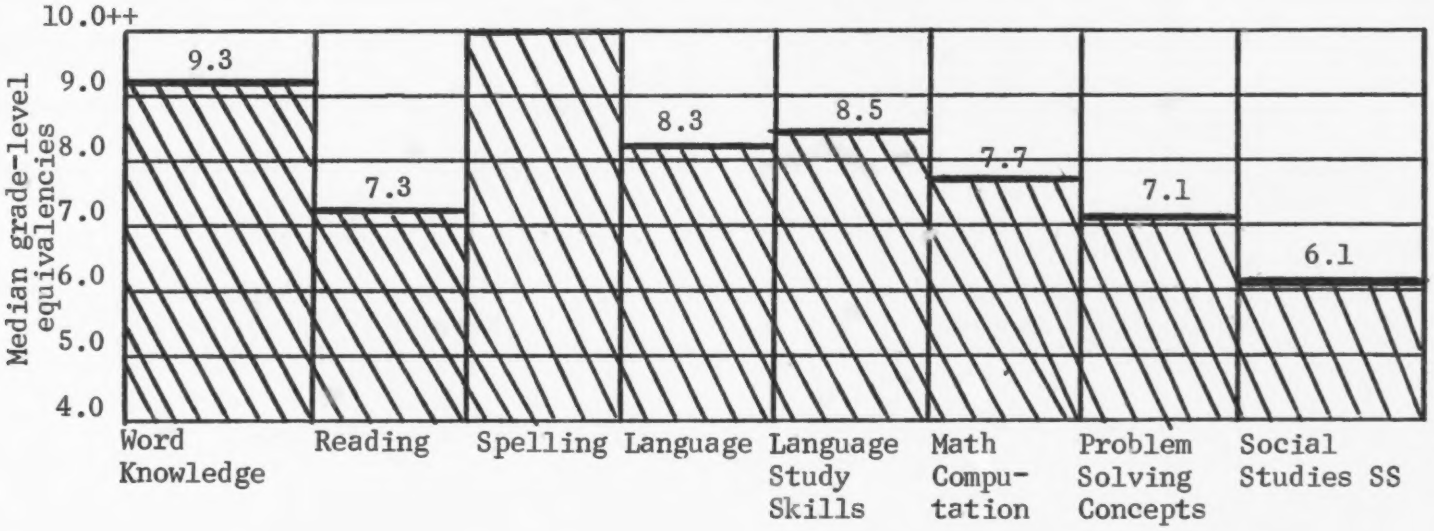
Educational Achievement

Median scores on the sub-tests of the Metropolitan Achievement Test (MAT), Advanced Battery, for one cycle of students are rèported in Figure I.

FIGURE I

Sub-tests of MAT

Median grade-level equivalencies for a group of 135 Learning Center students on the various sub-tests of the MAT



For this population of high school graduates, median grade equivalent scores clustered around the seventh grade level. A notable exception, a median grade equivalent score of 10.0+ on spelling (maximum for this test), probably reflects the tendency of teachers of the disadvantaged to concentrate on subjects most amenable to rote instruction.

The Advanced Battery of the MAT (intended for junior high school students) proved to have both insufficient floor and ceiling in terms of grade equivalent scores and was replaced in a subsequent cycle by the Tests of Adult Basic Education (TABE). Median grade equivalent scores on this instrument tended to be somewhat lower than those on the MAT. This difference could reflect changes in the student population as well as differences in test content and normative populations.

Variability on both the MAT and TABE was great. Frequency distributions of scores on the MAT reported in Figures 2 through 9 illustrate this variability.

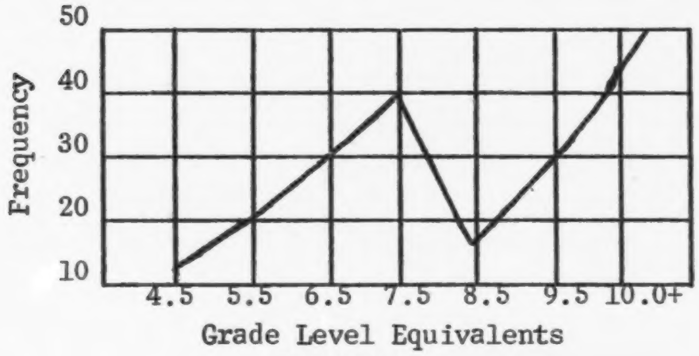


FIGURE 2

Frequency Distribution of Scores of MAT, Word-Knowledge Sub-test (N=135)

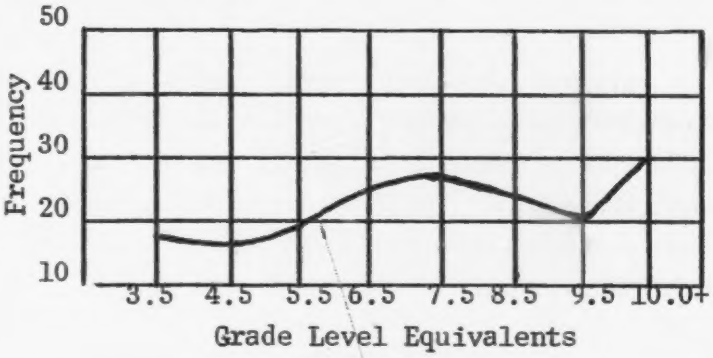


FIGURE 3

Frequency Distribution of Scores of MAT, Reading Sub-test (N=135)

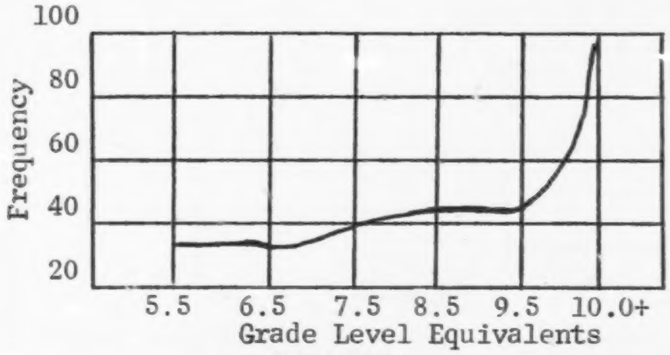


FIGURE 4

Frequency Distribution of Scores of MAT, Spelling Sub-test (N=136)

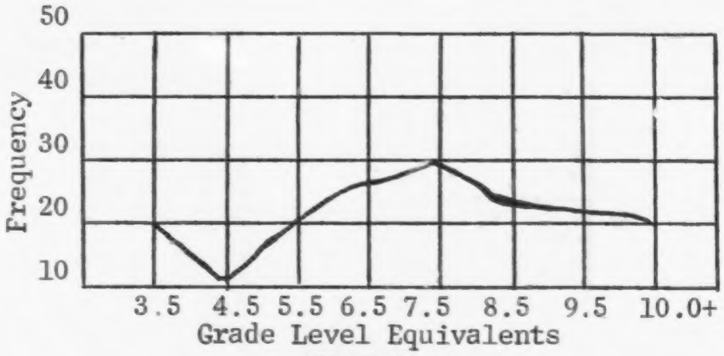


FIGURE 5

Frequency Distribution of Scores of MAT, Language Sub-test (N=135)

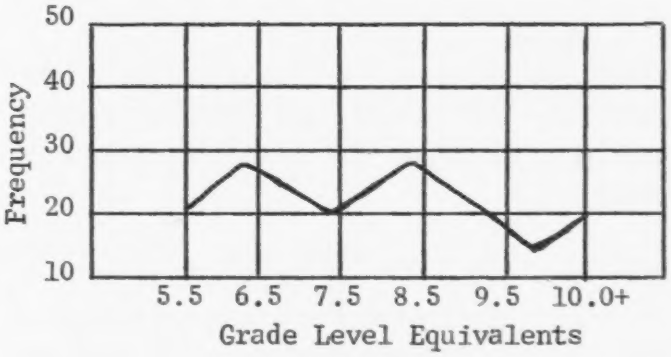


FIGURE 6

Frequency Distribution of Scores of MAT, Math Computation Sub-test (N=135)

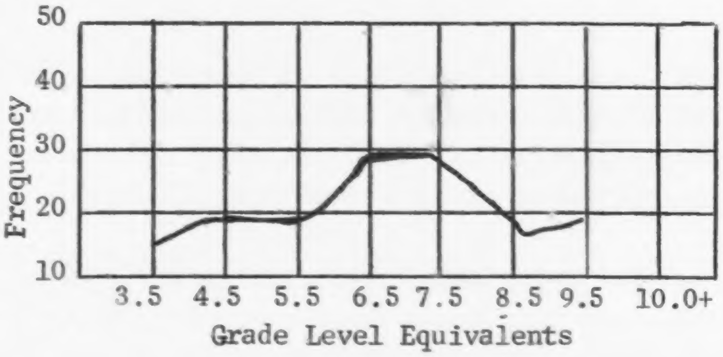


FIGURE 7

Frequency Distribution of Scores of MAT, Language Study Skills Sub-test (N=135)

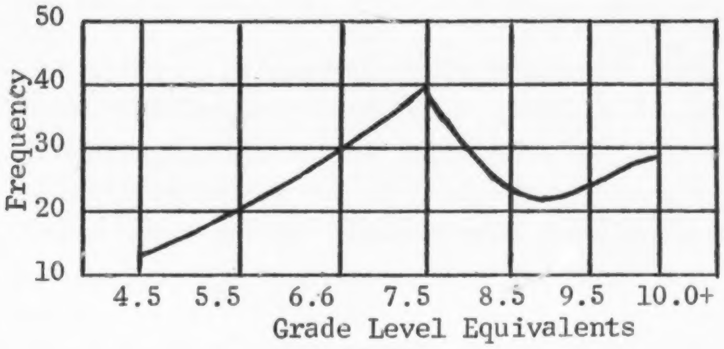


FIGURE 8

Frequency Distribution of Scores of MAT, Problem Solving Concepts Sub-test (N=136)

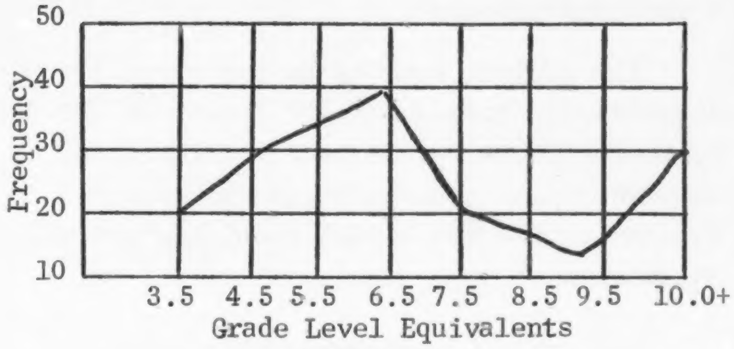


FIGURE 9

Frequency Distribution of Scores of MAT, Social Studies Study Skills Sub-test (N=137)

The clustering of scores at or near the ceiling of the tests suggests that about one third of Learning Center student population do not need remedial type basic education; efforts at increasing their employability could be directed elsewhere.

Intelligence

Performance on the California Tests of Mental Maturity was commensurate with the results of achievement testing. The mean language IQ for one cycle of students was 81.9; mean non-language, 73.4; and mean total IQ, 75.6. The difference between the language tests and non-language tests was significant beyond the .001 level of significance, thereby exploding the widely held misconception that non-language tests penalize the disadvantaged less than do language tests. While mean scores were depressed, the variability in IQ approximated that in the general population.

Employee-Selection Instruments

When tests used as employee-selection instruments in local industries were administered, it was found that only a fraction of the Learning Center population met the minimum requirements. The results of this testing are presented in Table I, which follows.

TABLE I

Range of desirable minimum test scores on the various tests of the Harless Clerical Battery necessary for employment in General Clerical occupations and percentage of Learning Center students attaining the minimum

	Vocabulary	Clerical Speed Pair Checking	Numerical Reasoning	Wonderlic Personnel	Verbal Sampler
Minimal Range	21-29	54-60	7-12	18-24	11-14
% Passing	20%	5%	10%	32%	30%

Vocational Maturity

The attitude scale of the Vocational Development Inventory—Attitude Scale (VDI-AS) is an experimental instrument for measuring the degree of maturity of various personal attitudes toward a general work role. In general, the attitudes being tapped are the individual's creative dispositions, as manifested in independence of decision, involvement in the vocational-choice process, orientation toward work, and assumption of personal responsibility for the outcome of his actions.

The attitude scale was administered to a group of Learning Center students. A number of these tests had to be discarded as the test requires a fifth-grade reading ability; however, the resulting group included 102 students. Mean score for this group was 33.98; a score significantly lower than the 12th grade norm group at the .001 level of significance. This suggests that, as a group, the Learning Center students are quite immature in their attitudes toward their work and vocational aspirations—and adds some strong empirical support for some more casual observations. However, some more specific notion of the nature of this immaturity might be gained from a breakdown of student responses to individual questions on the test. This has been done for a number of the test items, and is presented in the following:

% YES	% NO	ITEM
67	33	It's probably just as easy to be successful in one occupation as another.
86	14	A person can do any kind of work he wants to do as long as he tries hard.
50	50	There are so many things to consider in choosing an occupation, it is hard to make a decision.
50	50	I am having difficulty in preparing myself for the work I want to do.

Further applications of this scale should be made at the Learning Center and some attempt should be made to objectively relate vocational maturity scores to personal employability.

CHANGES IN STUDENT CHARACTERISTICS

The effectiveness of the Learning Center must ultimately be gauged in terms of the degree to which it increases **employability**, the ability to acquire and hold a job. The attempt here is to assess progress toward the mediating goals of improved achievement and positive attitudes. It was recognized at the onset that only certain aspects of behavior were readily amenable to measurement, and that these students' cumulative deficits precluded the likelihood of dramatic change. Attrition and early job placement were other factors that confounded the assessment of change.

Educational Achievement

Table II below shows pre- and post-achievement for one cycle of students on the MAT.

TABLE II

Pre- and Post-Test Comparisons on Metropolitan Achievement Test
(Approximately 8 weeks separated the two testing sessions)+

Sub-Test	N	Mean Differences	Standard Error Differences	t
Word Knowledge	54	-3.7	5.73	NS
Reading	56	.6	5.29	NS
Spelling	54	1.2	6.29	NS
Language	57	3.4	5.50	4.63*
Language Study Skills	42	1.0	7.34	NS
Math Computation	63	4.7	5.21	7.07*
Problem Solving Concepts	63	2.8	4.78	4.66*
Social Studies Study Skills	60	.9	6.69	NS

+ Form Bm standardized T scores used on pre-tests; from Am, standardized T scores used on post-tests

* Significant increases beyond .01 level of probability; NS = Not Significant

Instructors attributed the significant gains in language to the use of the SRA Reading Laboratory, and those in mathematics to ability grouping procedures.

Table III shows a comparison between pre- and post-achievement for the last cycle of students on the TABE. It can be seen that students improved a whole grade level in most areas. While all of the differences are significant well beyond the .001 level of probability, considerable caution should be taken in making interpretations for the following reasons: (1) some students were given the same test for a pre- and post administration; (2) as is shown later (Table VII) the TABE sub-tests are very highly intercorrelated and, therefore, changes in one area should be accompanied by changes in other areas; (3) some students were administered different levels of the test on pre- than on post-testing and, while scores are assumed to be equivalent, there is no way to evaluate this. However, the highly significant gains might be attributed to the fact that nearly 12 weeks intervened, whereas only 8 weeks had intervened with the pre- and post administration of the MAT.

TABLE III

Pre- and Post-test comparisons on the California Tests of Adult Basic Education (Approximately 12 weeks separated the two testing sessions)+

Sub-Test	N	Mean Differences	Standard Error Differences	t*
Reading Vocabulary	72	.74	.94	6.69
Reading Comprehension	77	.92	1.02	7.82
Arithmetic Reasoning	77	1.02	.94	9.34
Arithmetic Fundamentals	77	1.15	1.07	9.38
Mechanics of English	63	.98	1.34	5.73
Spelling	63	1.46	2.17	5.28
Total Grade Placements	63	.91	.90	8.01

+ All were converted to Grade-Level equivalents.

* All t's were significant well beyond the .001 level of probability.

Employee-Selection Instruments

At the end of one of the eight-week cycles two groups were compared with respect to their performance on the Harless Clerical Battery and the Otis Quick-Scoring Test of Mental Ability. One group was comprised of students placed on jobs prior to completion of the eight-week cycle; the other group consisted of those re-cycled for another eight-week training cycle. Results of the comparison are shown on Table IV.

TABLE IV

Results of comparisons between students placed on some job during an eight-week cycle and those who were re-cycled, on the sub-tests of the Harless Clerical Battery and on the Otis Quick-Scoring Test of Mental Ability

Test	Status	N	Mean Raw Score	Standard Deviation	t
Vocabulary	Placed	26	17.0	5.06	
	Re-cycled	85	15.9	5.62	NS
Clerical Speed Pair Checking	Placed	29	57.0	12.20	
	Re-cycled	85	55.8	11.21	NS
Numerical Reasoning	Placed	30	5.0	2.74	3.25
	Re-cycled	88	4.0	1.92	(P<.01)
Wonderlic Personnel	Placed	30	16.7	4.81	
	Re-cycled	88	14.8	5.51	NS
Verbal Capacity Sampler	Placed	30	10.8	3.62	2.88
	Re-cycled	87	8.6	3.35	(P<.05)
Otis Quick Scoring Test	Placed	40	90.9	11.12	2.04
	Re-cycled	52	86.5	8.57	(P<.05)

Only the numerical reasoning and the verbal capacity sampler of the Harless Battery, the tests on which most students failed to achieve minimal passing scores, discriminated between the two groups. This suggests that only those tests which most students cannot pass differentiate between placements and non-placements. Further, these results indicate the importance of emphasizing verbal capacities if significant gains are to be made in employability.

Social Studies Study Skills

Twenty-one students were randomly selected to participate in a social studies course utilizing the *Newsweek* magazine and its various supplements. An additional 21 students were selected to serve as control subjects. The MAT Social Studies Study Skills Sub-test was employed to evaluate the success of the program. Pre- and post-test mean grade-level equivalents on this sub-test, for both control and experimental subjects, are presented in Table V. The mean increase of the experimental group was significantly greater, at the .05 level, than that of the control group as indicated by a *t* of 2.02.

TABLE V

Means and Standard Deviations for *Newsweek* and Control Groups on the MAT Social Studies Study Skills Sub-test

		Pre-test Form Bm*		Post-test Form Am*	
Group	N	Mean	SD	Mean	SD
Newsweek	21	5.2	1.07	6.3	1.15
Control	21	5.6	1.31	5.6	1.13

* All scores converted to grade-level equivalents

Occupational Status

For 98 students placed by the Learning Center, data were gathered about their prior employment. The jobs on which these students were placed and the jobs which they previously held were rated on the seven-point occupational status scale of Warner's Index of Status Characteristics (ISC). A Chi-square comparison of the two revealed a difference significant beyond the .001 level; placed students now held jobs of higher status than they had previously.

Vocational Maturity

During one cycle an attempt was made to assess progress toward vocational maturity by analyzing and comparing written assignments on job topics done at the beginning and end of the cycle. There was some evidence that Learning Center students came to see their own vocational behaviors in a more favorable or "mature" light, but this was suspect because of limited inter-judge realiability. There was substantial disagreement between staff members as to which attitudes were indicative of greater or lesser vocational maturity.

RELATIONSHIPS AMONG MEASURED ABILITIES

MAT and TABE

Correlational matrices were computed for the MAT and for the TABE. These are reported in Tables VI and VII.

2

TABLE VI

Intercorrelated matrix of obtained standardized (T) scores on the sub-tests of the MAT for a group of 66 students*

	Reading	Spelling	Language	Language Study Skills	Math Computation	Problem Solving Concepts	Social Studies Study Skills
Word Knowledge	.80	.57	.55	.64	.41	.51	.63
Reading		.58	.53	.63	.41	.51	.67
Spelling			.49	.47	.30	.36	.44
Language				.64	.59	.71	.60
Language Study Skills					.49	.58	.60
Math Computation						.78	.60
Problem Solving Concepts							.72

* For 65df, $r=.24$, $P \leq .05$

TABLE VII

Intercorrelation matrix of obtained grade-placements on the sub-tests of the TABE for a group of 66 students*

	Reading Comprehension	Total Reading	Arithmetic Fundamentals	Arithmetic Reasoning	Total Arithmetic	Mechanics of English	Spelling	Total Language	Total Grade Placement
Reading Vocabulary	.85	.95	.77	.67	.74	.85	.84	.87	.89
Reading Comprehension		.97	.84	.76	.83	.89	.86	.91	.95
Total Reading			.83	.75	.82	.91	.88	.93	.96
Arithmetic Fundamentals				.82	.93	.81	.84	.85	.91
Arithmetic Reasoning					.97	.76	.74	.77	.86
Total Arithmetic						.82	.82	.85	.92
Mechanics of English							.90	.99	.95
Spelling								.96	.93
Total Language									.97

* For 65df, $r = .25$, $P < 05$

The TABE sub-tests were so highly correlated as to provide little differential information. Inter-correlation of the MAT were sufficiently low to afford a "pattern" analysis and enable diagnostic use of the sub-tests. Despite its lack of sufficient floor and ceiling in terms of grade equivalent scores, the MAT is the more useful test for this population.

Harless Clerical Battery

Inter-correlations of the Harless Clerical Battery sub-tests are reported in Table VIII. Inter-correlations are sufficiently high that all but two could be abandoned with little loss of information.

TABLE VIII

Harless Clerical Battery, Otis Quick-Scoring Test of Mental Ability, and Los Angeles Math Test
(Inter-correlation Matrix)

		Los Angeles Math	Verbal Capacity	Wonder-lic	Numerical Reasoning	Clerical Speed	Vocabu-lary Sampler
	Otis I.Q.	.61	.79	.83	.71	.19	.51
	Los Angeles Math		.67	.55	.54	.36	.36
Harless Clerical Battery	Verbal Capacity			.71	.78	.27	.48
	Wonderlic Personnel				.45	.25	.71
	Numerical Reasoning					.28	.52
	Clerical Speed						.21

Arithmetic

In evaluating achievement in mathematics it is common practice to distinguish between "number" and "word" problems as is the case with the MAT Math Computation and Problem-Solving Concepts sub-tests. Comparisons shown in Table IX suggest that such a distinction may serve no real purpose. Performances on these sub-tests correlate very highly. Moreover, performance on verbal mathematics problems does not correlate higher with reading ability than does performance on problems stated in numerical form. (See Tables VII and VI)

TABLE IX

Pearson product-moment correlation between MAT Mathematics sub-tests and corresponding TABE sub-tests for N group of 66 students

		TABE ARITHMETIC SUB-TESTS		
		Arithmetic Fundamentals	Arithmetic Reasoning	Arithmetic Total
MAT Mathematics Sub-tests	Mathematics Computation	.74	.83	.82
	Problem-Solving Concepts	.77	.77	.79

CTMM Sub-Tests

Table X presents an intercorrelation matrix of sub-tests from the CTMM. Non-language sub-tests, such as Factors I and II are more highly correlated with language sub-tests (Factor IV and Language Total) than with each other. Note also should be made of the high correlation between Language and Non-language totals (r = .66). This matrix challenges the logic of using "Verbal" and "Non-verbal" tasks to assess General Mental Ability with persons who can read.

TABLE X

Intercorrelation matrix of CTMM "Factors" and "Total" raw scores for a group of 66 students*

	Factor II	Factor III	Factor IV	Factor V	Language Total	Non-Language Total	TOTAL
Factor I Logical Reasoning	.30	.38	.59	.51	.60	.75	.75
Factor II Spatial Relationships		.75	.38	.49	.51	.58	.60
Factor III Number Concepts			.51	.72	.67	.78	.80
Factor IV Verbal Concepts				.55	.93	.58	.81
Factor V Memory					.75	.75	.82
Language Total						.66	.90
Non-Language Total							.93

* For 65df, $r = .24$, $P < .05$

A psychometric profile of the "average" participant's educational achievement for an 8-week period of instruction as measured by the Metropolitan Achievement Test.

If one wished to describe, in statistical terms, a profile of academic achievement on the part of the "average" Learning Center student it would look like so:

Pre- and Post-Test Comparisons on Metropolitan Achievement Test
(Approximately 8 weeks separated the two testing sessions) +

Sub-Test	N	Mean Differences	Standard Error Differences	t
Word Knowledge	54	-3.7	5.73	NS
Reading	56	.6	5.29	NS
Spelling	54	1.2	6.29	NS
Language	57	3.4	5.50	4.63*
Language Study Skills	42	1.0	7.34	NS
Math Computation	63	4.7	5.21	7.07*
Problem Solving Concepts	63	2.8	4.78	4.66*
Social Studies Study Skills	60	.9	6.69	NS

+ Form Bm standardized T scores used on pre-tests; Form Am standardized T scores used on post-tests.
*** Significant increases beyond .01 level of probability; NS = Not Significant**

(The above is a psychometric profile of the "average" participants educational achievement for an 8-week period of instruction as measured by the M.A.T.)

JOB PLACEMENT

Chapter V

The Job Coordinators of the Learning Center staff were responsible for locating potential employment for those students who responded favorably to academic and skill training. Since the majority of students were Negro females seeking clerical, distributive, and health-related training, the placement problem was defined. The least desirable labor supply, according to the business community, is the Negro female. The job aspirations articulated by Learning Center students were generally in occupational areas where a surplus of equally qualified Caucasian females was available.

Occupations where there were labor shortages, such as domestic and food service, were not considered acceptable by students although counseling and instructional efforts to eliminate the inacceptability were attempted. Although the coordinators explained many advantages of employment in these areas, such as job security, good possibility for advancement, flexible hours, and availability of employment, since these areas had historically been the only employment available to Learning Center students, they viewed them as demeaning. Lack of work experience, immaturity, dependent children, personal appearance, and lack of social poise tended to compound the racial discrimination problem. Employers found it easy to disqualify Negro applicants on grounds other than skin color. For example, one major company interviewed the same Negro applicant on six different occasions. A different interviewer conducted each meeting. The student passed all the entry tests. Although she was attractive, skilled, and well-qualified, she was finally rejected from consideration because she failed to say "sir" to one of the interviewers. She was never aware of the reason why she was not hired.

The Learning Center's connection with the University of South Florida was usually an asset to placement. Frequently, however, the employer thought that Learning Center students were college students seeking part-time or temporary employment, and they were expected to perform on a college level. An extensive explanation was required to clarify the situation.

The recent Tampa riots did considerable damage to placement efforts. The National Advisory Committee on Civil Disorders indicated that only 20% of those arrested were unemployed. Statistics indicate that rioting by employed Negroes seriously hurt the argument for satisfactory employment as an answer to social unrest.

There was much activity in Tampa concerning new programs and agencies who were to create employment for minority groups, but little or nothing was done to obtain jobs for Negro females. The Learning Center was the only agency that prepared post-high school Negro females for employment in skill occupations, and then placed these applicants through competitive employment situations.

Perhaps an overview of the student population will delineate the problems that were encountered by the Learning Center staff:

LEARNING CENTER POPULATION DATA

1. Race and sex characteristics

   90% Negro female
   5% Negro male
   4% Caucasian female
   1% Caucasian male

2. Educational Characteristics

   98% high school graduates
   2% non-high school graduates

3. Academic achievement characteristics

   Average grade level for entire population—between seventh and eighth grade
   Average intelligence quotient—87

4. Age

   Average age—20

5. Skill training (at time of acceptance into Learning Center)

   Typing under 20 words per minute for those with past typing experience.
   Most clerical students had no previous training.

6. Children

   As of December, 1967, the Learning Center population of 72 unmarried females had a total of 46 children. Those 24 females who were separated or divorced had a total of 57 children. The 34 married females had 59 children.[1]

7. Past Employment

   Of the population, 85 percent had never worked in their aspirational areas; 50 percent had no previous employment of any kind. Those with past employment had done domestic, food service, or common labor jobs—over 50 percent of those students with past employment exhibited a poor work record with at least one of their past employers. Employment was usually of short duration.

These statistics are approximations in most cases, because it was impossible to obtain accurate information with the constantly changing student body. The figures represent a composite of all the students who attended the Center over a two-year period.

The immeasurable structure of intangibles, such as motivation, cultural habitude, aspiration, and other related mental phenomena frequently hindered placement efforts.

---

[1] Progress Report No. 8, p. 6

Persons with a record of continuous unemployment or underemployment are often psychologically unprepared to face a competitive work environment with realistic determination. A hypothesis of these personal psychological handicaps is described in the appendix to this report.[2]

One of the best ways to solve problems that arise during academic and skill training is through an extensive, power-packed program which is described in the monograph, Core Group Concept.[3] Negative psychological factors can be corrected through constant counseling and active placement activities. Employment gained by fellow students within a core group demonstrated that realistic job aspirations were attainable, and through a process of counseling and placement efforts the students were able to overcome their pessimism and actively seek rewarding employment.

The data presented at the end of this chapter indicates a complete record of placement and referrals as of May 31, 1968.

The vocational coordinators were most successful after becoming completely familiar with the local business community. Dozens of visits to employers were completed before the first student was sent on a job interview. Employers who had personal knowledge of the Learning Center—its program, its coordinators, and its students—were more likely to interview and hire those students ready for employment. When Tampa's business community became aware of the Learning Center, much placement activity could be handled by telephone and referral card. A typical example follows: A clerical instructor would inform the coordinator that Jane Doe, 19 year old Negro female, was typing 50 words per minute and taking shorthand at 75 words per minute. The instructor felt that Jane had reached a level of employability and should be placed. The coordinator would then initiate a series of telephone calls and/or personal contacts with employers, in an attempt to locate one that was interested in hiring additional personnel. An appointment would be made for the student to be interviewed. Jane would be counseled by the coordinator concerning the available job, the company, the personnel man, and the type of entry tests she might encounter. If Jane was hired as a result of the interview, she would terminate from the Center and begin full-time employment. If Jane was not hired, an interview between the coordinator and the employer would ensue to determine why she was rejected. Her instructional and counseling program was then adjusted to correct the reported weakness.

Once the correction was completed, the above process was repeated. This process was the most successful placement technique. However, variations occurred which were also successful, and some students located employment through their own efforts.

In some instances, the coordinators were successful in placing Negro students with employers who had never before hired Negroes, or who had made only "token" efforts to employ members of minority groups. Major success occurred in banks, savings and loan associations, insurance companies, department stores, and city civil service jobs. The following reprint of a news article indicates some of the "behind the scenes" activities of the Learning Center staff.

---

[2] **Appendix, Vocational Counseling and Job Placement for the Negro, p. 235**

[3] **Appendix, p. 219**

The students mentioned in the article whose names are underlined were all Learning Center students at one time. Some were currently enrolled at the time of their acceptance into the subject program. Fourteen of the 53 chosen for initial employment were Learning Center students. This is approximately 27 percent of those chosen to participate.

CITY JOB TRAINING PROJECT UNDER WAY

Tampa Tribune, May, 1968

A history-making program of training disadvantaged persons—mostly Negroes—for city white collar and clerical employment got underway last night with an orientation session and the first classroom instruction at City Hall.

Actually, the 54 trainees had spent several working hours at their new duties earlier in the day. There are 49 Negro trainees and five whites.

Created by the city's communications commission and approved by Mayor Dick Greco and city council, the program is possibly the first of its kind in the United States.

Its purpose is to give its participants on-the-job training to prepare them for permanent employment with the city. By increasing the number of Negroes in jobs other than manual labor in the city government, it is expected to be a major help in easing Tampa's racial tensions. This was the principal hope which moved Greco to launch the program.

There has been criticism of the program on grounds it will compromise the city's hiring standards. The mayor and the program's chief architect, Jim Hammond, executive director of the Community Relations Commission, stated emphatically last night that this objection is not valid.

Both reiterated that the program's trainees must pass the city's civil service examination before they are given permanent employment—and those who do not pass will remain employed beyond the 90-day training period.

Hammond stressed that each individual he chose as a trainee was fully qualified for employment except for not having passed the civil service examination.

He also emphasized that, as trainees, the participants will be paid 10 percent less than the normal pay scale for the jobs they perform.

In the orientation session, Greco welcomed the trainees and told them he was "proud of Americans like you who are willing to work, to the extent of even going to school at nights on your own time, to better yourselves."

The trainees will attend classes Tuesday and Thursday nights in City Hall to improve their skills and prepare for the civil service tests.

Rev. A. Leon Lowry, chairman of the Community Relations Commission, called the beginning of the program "a great moment in the history of our city."

Attorney Cody Fowler, chairman of the city's Bi-Racial Commission, said the training program can make Tampa "an example to the nation." He said "the rest of the country is watching this experiment" and he called on the trainees to "be confident that you can succeed."

On behalf of the city's department heads, Comptroller Logan Browning welcomed the trainees and assured them that "we department heads stand behind the commission and Jim Hammond and you and are all hoping you make good."

City Councilman Manuel Fernandez said he was "proud to be a member of the council which helped to make this program possible."

The program's participants will train as clerks, receptionists, typists, stenographers, craftsmen, equipment operators, fire fighters, jail guards, key punch operations, librarian assistants, meter repairmen, police patrolmen, police matrons, switchboard operators, and traffic signalmen.

The trainees and the departments in which they will work are:

Curtis Hixon Center—Agatha Patton, 4201 Grace Street

Water department—Charlie D. Reed, 3607 E. McBerry St.

Project Pride—Lillie Robertson, 1144 Harrison St.

Comptroller's office—Priscilla Belvin, 1862 Cano Court; Dorothy J. Lyles, 3809 E. Osborne St.; Andrea Lewis, 2125 Arch St.; Sandra LaQue, 916 Chestnut St.; Christine Ray, 2401 E. Osborne Ave.; Dolores Davis, 1510 Main St.; Diana Tejeda, 1203 Plymouth St.

Public Works—Judy Douglas, 3613 E. Henry St.; Louis Benton, 2215 11th Ave.; Julie Atkinson, 1335 W. Cass St.

Traffic Planning—Sheldon L. Mincey, 3106 E. Shadowlawn St.

Sanitation—Willie L. Brown, 3409½ 29th St.; Harvey Hopkins, 2345 Palmetto St.

Fire Department—Doris Butler, 303 E. Palm Ave., will be trainee accounting clerk and the following will be trainee firefighters: Jerome Thomas, 3009 18th St.; James Cole, 3407 E. Buffalo Ave.; David Haywood, Jr., 2417 E. Ida St.; Nathaniel Hornsby, 7901 Croton Ave.; Johnny J. Oblesby, 3213 E. Caracas St.; Robert J. Oglesby, 2413 32nd Ave.; Willie Thomas, 4015 E. Henry St.; Robert L. Tucker, 1712 Butler Court; Joe Redding, 3614 E. Osborne St.

Libraries—Shuraline Mock, 1023 Joed Court; Mary Ella Hall, 3839 E. Osborne; Charles E. Kilpatrick, 1539 Chestnut St.; Ruth Ann Rhodes, 412 W. North Bay St.; Leila Spikes, 4232 E. Curtis St.; Rosa Davis, 2213 4th Ave.

Police—Dolores Braxton, 1537 Spruce Terrace; Linda Stollings, 3907 Cherokee St.; Laura Williams, 1025 India St.; Cynthia Anderson, 8207 Ash St.; Catherine Broome, 801 E. Jenkins St., Plant City; Versey Harris, 2608 E. Emma St.; Clara Oliver, Rt. 1, Seffner; Cinderella Valdez, 312 E. Park Ave.; Stella Williams, 3902 LaSalle St.; Patricia Davis, 3610 E. Paris St. (Pol. Matron), and the following trainee patrolmen: Charles Spencer, 1515½ LaSalle St.; General B. Franklin, 2308 St. Louis St.; William Anderson, 10509 N. Otis St.; Herbert Cain, 4211 Laurel St.; Moses Coley, 1903 - 22nd Ave.; Kenneth Hiers, 6501 Clifton St.; Rudolph McCloud, 4315 Laurel St.; Rudene Igles, 2030 Oregon Terrace; John Mitchell, 1339A Green St.; Thomas Johnson, 906 N. Willow Ave.; Alfred Eady, Jr., 911 Eskimo St.

[UNDERLINED NAMES INDICATE CURRENT OR FORMER LEARNING CENTER STUDENTS.]

PLACEMENTS
October, 1966 — May, 1968

Full Time

Clerical	99
Distributive	59
Health Related	32
Industrial	22
Miscellaneous	6
TOTAL	218

Part Time

Clerical	12
Distributive	21
Health Related	5
TOTAL	38

Temporary

Clerical	11
Distributive	25
Health Related	1
TOTAL	37

Others

College	27
Referred and placed in more appropriate training programs	50
TOTAL	77

TOTAL PLACEMENTS	370

RECOMMENDATIONS

Chapter VI

Each chapter contains certain specific recommendations. Some are commentary in nature and relate to the specific circumstance of the Learning Center; others are generalizations that arose from experience that can be replicated in future programs similar in design to the Learning Center.

The recommendations are largely excerpted from chapters and monographs and are therefore, categorized in that order.

Recruitment

1. Recruitment of "hard core" is a "search and find" operation. It must be vigorous, efficient, and compassionate.
2. Recruitment should be the primary responsibility of full-time trained professionals on a continuing basis.
3. Initial recruiting efforts should be imitated during a lead period of not less than two months.
4. A program must have specific recruitment procedures which should be geographically coordinated among recruiters.
5. All new programs should recruit independently since referrals frequently represent the "dregs" of other agencies and introduce population bias.
6. Recruitment is a reflection of a strong community involvement and is dependent upon a powerful, cooperative effort in the community relations area.
7. A comprehensive recruitment program is indicated and should include the use of all publicity media, posters, marquee signs, word-of-mouth, and referrals from other agencies.

Curriculum

1. Programs such as the Learning Center should not be funded for less than a three-year period since the first year is necessarily formative and the program needs time to develop effectiveness.
2. Training—academic and vocational—should be geared to fundamental systemic skills that provide sound basis for upward mobility; surface skill training is of little value.
3. Curriculum should be planned to integrate motivational interests and career objectives into a vocationally viable program.

4. Speech improvement should be available to students who require it.

5. Remedial educative programs should make extensive use of manipulative materials to stimulate intrinsic motivation. This involvement in manipulation, role-playing, demonstration, and portrayals provides a more lasting impact than the mere verbalization of proposed and desired patterns.

6. A totally structured program must underlie the curricular effort. This does not preclude the instructional prerogative of flexibility and change within the framework.

7. A lead period of three months is suggested for exploration and analysis of community opportunities, pre-enrollment counseling and occupational orientation, preparation of curriculum, and pre-inspection of instructional material.

8. A curricular essential is social acuity. Mere skill training for the culturally disadvantaged does not adequately prepare the student for the cultural differential faced in transition from the deprived segment of society to the employable and employed segment.

Counseling—Personal and Vocational

1. Both personal and vocational counseling appear to be more meaningful if they are conducted by staff who demonstrate competencies in instructional fields as well as in the guidance and counseling areas.

2. Counseling should be patterned individually to provide regularly scheduled meetings that are addressed to personal and vocational disabilities and inabilities to perform that preclude employability for the disadvantaged.

3. Counseling sessions should not be convened less than once a week. Problems of the disadvantaged are myriad and surface disabilities should be dealt with on a continuing basis.

4. The importance of dissemination of germane information regarding counseling progress to concerned members of the staff is hereby noted.

5. Group activity in the counseling area is supportive to individual efforts. Group meetings should be based upon vocationally viable involvement of the students in activities such as role-playing and demonstration.

Testing and Evaluation

1. A comprehensive and complete program of testing is suggested. Many of the reported findings in the chapter on Testing and Evaluation suggest the need for further experimentation and analysis.

2. Extensive use of the Vocational Development and Locus of Control Inventories can provide valuable information to counselors and instructors.

3. The GATB should be a pre-enrollment requisite—not for screening but for assessment and placement.

4. Further research is indicated in the language—non-language instruments, correlations between them, and an extensive analysis of their validity when used with the disadvantaged. Some widely held theories concerning certain of these instruments should be re-examined in the light of Learning Center findings.

5. Every program should provide competent professional staff positions to administer tests, to interpret results, and to record data. This is pivotal to success.

Job Placement

1. The procedure of inviting businessmen to use Learning Center facilities for testing, interviewing, and hiring proved to be a vital element in placement efforts.

2. Placement coordinators should not fail to tap every community source to secure placement for students; even organizations which were predominantly non-integrated realized the efficacy of hiring qualified Negroes.

3. Meaningful placement of qualified Negroes is the most dynamic force in achieving integration—the inverse of this is also true.

Communications

1. In a program of this type, maximum emphasis should be placed on the development of communications skills—reading, English, and speech—in view of their vital function in the development of employability.

2. Complete integration of communication skills teaching/learning, accomplished through the speech approach, (combining speech sounds, language patterns, spelling, reading, writing, listening, and speaking) constitutes a most effective method of treating student communication deficiencies.

3. Programmed materials should never be used in place of teacher instruction; they should be used only as a supplement to instruction, and only with constant teacher attendance for student assistance.

4. All language skills subject matter of adult employment preparation classes should be set in a pre-vocational framework to enhance student interest and accelerate learning.

5. Any adult remedial education program would do well to establish a pre-school adjunct program for children of the program's clients or students. In conjunction with the education of the parents, it would be a two-pronged attack on the problem

of upgrading the language skills and social acuity of the disadvantaged. It would help overcome the ever-present problem of non-transference of language skills learning to home environment.

Evening Programs

1. An evening program attracts a student body that is profoundly different from the daytime registration. This group can be most adequately served by a staff with different specialties and different philosophies.

2. An evening program should be geared to serve those who are employed during the day and who desire to upgrade their current skills or to acquire new skills. It should not be a holding program for entry into the day program.

Community Service

1. A determined effort to recruit city and county employees who desire to upgrade their skills should be a mainstay of the program.

2. The disadvantaged who gain entry positions in community governmental service have need for continuing educative opportunities. A program similar to the Learning Center concept appears ideally suited to meet this need.

Mathematics

1. General mathematics as taught in traditional high schools should be replaced with a test of achievement for all students. This test will insure that all high school graduates demonstrate arithmetic competency basic to employability.

2. Mathematics as a remedial program must adapt vocationally meaningful materials, concepts, and skills. The key to functional ability is vocational vitality.

3. The program must be structured so that consequential instruction is possible and practical.

4. The content of mathematics for employability should be differentiated to include those mathematical skills that are indeed necessary to obtain employment and are usable in the job situation.

5. The use of programmed material in the mathematics area is encouraged only if instructional personnel are thoroughly involved in its use and its applicability.

Business Education

1. Since the learning of any shorthand system is comparable to the learning of a new language, it is unrealistic to attempt to teach a shorthand system to anyone who does not display some proficiency in English usage, spelling, and vocabulary.

2. Stenoscript ABC shorthand was found to produce far better results than did the Gregg shorthand system in the teaching of a disadvantaged population, since the Stenoscript shorthand system utilizes symbols already familiar to the student.

3. In classes of widely-ranging abilities, programmed material should be developed for the teaching of shorthand so that each student can progress at her own speed.

4. In a program for the disadvantaged, the teaching of business social acuity, office procedures, and grooming is as vital as part of the program as the teaching of the actual machine skills,

Core Group Concept

1. Student population should be vocationally grouped for instructional purposes.

2. Vocational groupings should be practically separated into homogeneous ability cores. This permits efficient application of instructional effort, and students appear to achieve without the emotionally-oriented academic competition inherent in heterogeneous situations.

3. Group concentration upon basic education provides essential training to the disadvantaged in allied fields such as—speech patterns, group processes, brainstorming, building upon others' ideas, effective argument, and democratic interpersonal responses.

4. Instructors in the Core Program should be chosen for global social and academic competencies rather than for polar proficiencies.

5. A related library is an essential part of Core instruction since it serves the student who craves additional information in specific vocational areas.

6. The Core concept is the most adaptable method of presenting valuable curricular information since it operates primarily through vocational grouping. This allows temporal manipulation as well as material substitution and mix.

APPENDIX

APPENDIX

TABLE OF CONTENTS

Contents	Page
Recruitments of Students	69
Communications	83
Evolution of the Evening Program	119
Special Services to the Community	129
Mathematics	141
Business Education	163
Core Group Concept	219
Vocational Counseling and Job Placement for the Negro	233

RECRUITMENT OF STUDENTS

RECRUITMENT OF STUDENTS

The alteration of stereotyped social strata during the four decades which span the 1930 to 1970 era is a commonly known fact. The precise changes that have occurred in form and quality among these strata are less clearly documented. No one would seriously challenge the existence of the change, but diversity of great magnitude does exist in the qualitative analysis of the ingredients, the degree, the dimensions, and the characteristics of the change.

The present has been affected by these mutations and the future must be sensitive to them. In some cases, realignment of these strata produces stress that requires profound and extensive personal adjustment. The need for this adjustment is apparent in the overt behavior of those whose lives have been subjected to the disruptive forces of change. Behavior patterns vary widely—ranging from stark apathy to excited and unreasoning aggression.

The Learning Center, by design, operates in the vortex of this change. The determining forces of change, as well as the tangential allied forces produced by change, are a very real and heady part of Learning Center environment. Continuing recruitment of students for the Learning Center project is responsive to the distinct environmental patterns that have emerged since the inception of the first program in September, 1966.

The Learning Center, as an experimental and demonstration program, targeted a population sample that would be universal in nature. It predicated preliminary plans upon attracting a population that would be approximately one-half male and one-half female; one-half white and one-half non-white. To this end (and without selective processes) the actual recruitment began. The major source of referrals was the Youth Opportunity Center. As is natural, the referrals were those high school graduates who fell within the specified age range and who were not employable through regular institutionalized Youth Opportunity Center methods and contracts. At the same time, all local high school counselors were contacted in an attempt to follow-up those recent graduates who were not employed, who were underemployed, or who wished to upgrade their skills of levels of competence.

Initial recruitment was assigned to Occupational Counselors under the direction of the Director of Community Relations. The effort to attract white students and male students did not produce significant gains in either segment. It is possible that the greater mobility of the white job seeker within the community produced a dearth of applicants and potential Learning Center enrollees in this area.

It is also possible that the predominance of non-white students dissuaded white students from enrolling. The referrals from the Youth Opportunity Center dominated the growing list of applicants and the image of the Learning Center as a predominantly non-white program started to become a factor in recruiting efforts. An equal impact was made by the absence of male applicants. It is a fact that in Tampa, a highly industrialized community, more job opportunities exist for males than for females. In addition, the combined armed forces accept a greater number of males than females in the Learning Center target group. The male enjoys a greater geographic mobility than the female who is frequently restrained to a particular environment because of children, family obligations, social pressures, lack of opportunities in other areas, financial restrictions, and matriarchal heritage.

Any organization or agency genuinely concerned about the disparity of opportunity between the "Negro community" and the "white community" must recognize that one of the areas that requires intensive investigation is the plight of the Negro female who is the head of household. This segment of the Negro community has no numerical counterpart in the "white community."

Governmental agencies need to adopt a fresh approach to serve the needs of the female head of household. Because of the deprivation as it is articulated in the "Negro community" through poor educational facilities, substandard housing, inadequate dietary regimes, the Negro female who is additionally burdened by being the breadwinner cannot take advantage of the programs available to her.

As a result of poor educational opportunities that are admittedly and demonstrably inferior to those available to her white counterpart, the Negro head of household has had fewer models from which to learn, fewer educational experiences from which she might benefit, and fewer peer relationships that might present solutions to the dilemma of being unable to take advantage of programs designed to help the disadvantaged. The burden of simply maintaining life in the atmosphere of deprivation makes the dream of a world free from a necessity-seeking existence seem very far away—unattainable and unreasonable.

A program designed to serve the Negro female head of household must take into account the cultural environment of her existence. To oversimplify the problem will result in total ineffectiveness. It is a massive problem that defies easy solutions. It has been said that the main need is to create a nursery where the dependents of the target group can be deposited. It appears to the Learning Center staff who have had two years of association with this specific population that this really begs the question. It is an incomplete and therefore ineffective reaction to an observable problem.

A more realistic approach would be a system of mobile learning laboratories. Three trailers, whose mission would be to tour the Negro communities, should be equipped with elementary educational materials that are designed to teach basic fundamentals of infant care, dietary principles, birth control, cultural, historical, and traditional Negro contributions to society. They should operate on a 12-month basis and be staffed with competent, dedicated people whose commitment to the people of multi-faceted deprivation is of heart more than mouth; whose feelings are compassionate as well as passionate; whose response is toward action rather than pious speeches, fluttering acknowledgements of inequity, and inertia through precedent, tradition, and community consensus. Let their action be an observable public uplifting of the moral fiber of the white community as it is responsive to the needs of the Negro community. The time for public lip-service and surface tension-easing solution to deeply rooted cultural hangups is long past. The days of reactive machinations designed to quiet symptomatic demonstrations without honestly addressing the social disabilities that nurture the overt upheavals are past—gone—old fashioned—and in ultimate disrepute as inefficient, ineffective, unethical, and unworthy solutions to the most significant social schism of the Americas during the past three centuries.

The original Learning Center operations in September, 1966, were influenced, therefore, by the predominantly female non-white population. It rapidly became evident that the classic experiment with equitable segments of approximately 25 percent female white, 25 percent male white, 25 percent female non-white, 25 percent male non-white, could not be realized. Faced with this, the Learning Center staff, after much debate, concluded it had two alternatives—(a) to restrict acceptance to those students in the categories that lacked numerical equality or (b) to alter the original assumption of universality in population and to admit applicants on a non-discriminatory basis. The rationale for these two postures was (1) that the experiment demanded, and staff was duty-bound, to provide a specifically controlled population; and (2) that the Learning Center fundamentally was funded and institutionalized to serve the needs of a largely ignored segment of the community and that those who indicated a desire to enroll were the logical recipients of Learning Center response to that need. The latter rationale prevailed with less than unanimity and the Learning Center enrollment policies were articulated to accept all who met the criteria of age, education, and employment status.

Recruitment under this policy was not a difficult task. The coordinators no longer were assigned recruitment duties. The powerful word-of-mouth promotional phase of recruitment took over and a waiting list rapidly developed. Progress reports filed with the United States Department of Labor profile the consistently larger percentage of female non-white students that have been served by the Learning Center. No active recruitment was practiced during the final year of operation and the Learning Center continued to operate with maximum enrollment.

The Learning Center's design as set forth in the funding proposal reduced the ability of the Learning Center to serve the "hard-core unemployed." The proposal initially restricted the Learning Center to serve only high school graduates. This segment of the Hillsborough County unemployed surely required assistance in basic educational skills prior to job placement; however, another larger portion of the unemployed were not high school graduates and were therefore inadmissible to the Learning Center environment. "Hard-core unemployed" is probably a misnomer since it connects a phrase indicative of dead-endedness, futility, hopelessness, and of enduring cement-hard permanence (hard-core) with a term (unemployed) that no longer connotes a permanent or total disability. Our modern society shifts swiftly and silently while only the student of social change assesses the impact of the lost opportunities and new challenges. "Unemployed" in the decades since the end of World War II has not been perceived as a personal discredit but rather as a tangential, impersonalized residual of social change. It does not imply an individual disability or unpreparedness for work but rather symbolizes the perplexity of a concerned populace who, swept by the tides of social change, turn in bewildered anxiety to counselors and placement professionals to ascertain where their arts and talents can be utilized.

"Hard-core unemployable," however, is a more apt and realistic statement pertaining to those whose lives have been spent in the cultural and educational wastelands of community ghettos and squalid settlements. These are "hard-core unemployable" because they are unable through an enlightened personal effort to exert appreciable effect on their environment. The ranks of the "hard-core unemployable" include: the ill, the physically maimed and crippled, the illiterate, the know-criminal, the social and psychological deviate, the unmarried mother whose dependents are unable to care for themselves, the armed forces dischargee, the unskilled, the socially promoted high school graduate. One could follow each of these categories through case studies and provide ponderous documentation of the unemployability status. Examine for a moment the plight of the true hard-core unemployables such as the psycholocigally unemployables. These are people of varied abilities and aptitudes who have been chained to ghetto-like existence for such a significant portion of their life that they no longer recognize the ingredients that must be presented to qualify for employment. It is even harder for those who are psychologically unemployable to appreciate the intricate and delicate mix of still other ingredients that must be on display during screening interviews and sequences. In addition, they have become so conditioned by the status quo that it is frequently impossible to arouse an interest in a different mode of life or a different set of values. In their jejune existence there are few intrinsic motivational forces at work that would lead to a change of environment. The extrinsic motivational forces are frequently those that enjoy little reinforcement from the community outside of the immediate ghetto. It is this community that the Negro must now enter to assume his place in an orderly society. The currently accessible jobs are outside of the Negro communities—this is simply a realistic assessment of the prospect that confronts an unemployable—he must move beyond the boundaries of his neighborhood and he is ill-equipped or unequipped to make this transition.

The Learning Center in its recruitment efforts was unable to touch many of these unemployables because the designed *modus operandi* was constricted by the "high school graduate" stipulation. Another program should not face this confinement. An agency such as the Learning Center should be free to select trainees from the areas of need—people leading marginal lives as a result of deprivation that in turn fosters unemployability.

Recommendations that merit consideration for future programs similar in design to the Learning Center follow:

1. Two to three months should be allotted for recruitment, prior to commencing operation.
2. A program should have specific recruitment procedures, and personnel whose **primary** function is recruitment.
3. No program should rely upon other involved agencies as the primary source for its students; such referrals are often people who are unwanted, unneeded, or unprocessable by the other agencies.
4. Recruitment should be a planned sales program and should be designed for the specific target group.
5. A recruitment program demands a strong community involvement which requires a powerful cooperative effort on the part of educational, governmental, commercial, industrial, and religious institutions of the community. This effort must be coordinated by a respected professional.

The Learning Center program has, in the writer's opinion, been adversely affected by the initial lack of cohesive and effective marshalling of recruitment procedures and personnel. The lack of public relations within the community, the failure to utilize promotional media to optimum advantage, and the lack of effective community representation seriously hindered the recruitment of students for the Learning Center and, by so impeding its formative sessions, affected its ultimate mission.

For the edification of the reader, copies of newspaper articles are included that will demonstrate the type of news coverage that was experienced. Some of the demonstrations are, in fact, paid advertisements of the Learning Center. It was felt that an effort to reach specific populations might succeed through the classified advertisement page of the local newspapers. With the exception of the appeal for evening students, the response was not satisfactory.

THIS LETTER WAS SENT TO THE GUIDANCE COUNSELORS IN ALL HILLSBOROUGH COUNTY HIGH SCHOOLS

It has come to our attention that during mid-term most high schools have a number of seniors who are completing their high school education.

During the next few weeks, you may have an opportunity to discuss further career plans with some of these students. We would like for you to consider exploring with these graduates the opportunities that may exist for them at the University of South Florida Learning Center for Personal Employability.

In order that you and your students can become more thoroughly acquainted with this new program, we would like to extend an invitation to you and the students you select to visit our Learning Center. Your colleagues from other high schools in Hillsborough County are also being invited.

The Learning Center is located in the Commerce Building at 1212 N. Florida Avenue. This is two blocks south of Interstate 4. Ample parking is available underneath the expressway.

The orientation program is scheduled for January 11, 1967, at 1:30 p.m., and we should like very much for you to visit with us. Please advise me by Friday, January 6, 1967, if you can come, and how many students are also interested in attending so that we can make suitable plans. Looking forward to seeing you, I remain,

Sincerely yours,

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
KING HIGH SCHOOL
6815 56 th Street
Tampa, Florida 33610

Braulio Alonso
Principal

Bill W. Stewart
Assistant Principal

Edward J. Ballas
Dean of Boys

Mrs. Guess Simmons
Dean of Girls

September 15, 1966

Mr. John Doe
145 Church Street
Tampa, Florida

Dear John:

It has come to our attention that opportunities may exist for you at the new University of South Florida Learning Center for Personal Employability. I thought perhaps you would be interested in exploring the possibility of inquiring about this program.

It is our understanding that this new Learning Center, which is part of the University of South Florida, will provide participants with instruction in occupational exploration in the areas of:

a. Business
b. Health Related Activities
c. Civil Service
d. Industry
e. Distributive Services

Participants in the Learning Center will receive no credit toward a degree or diploma. Students will not be charged tuition or fees for services provided by the Center. Job opportunities will be an important aspect of the total program.

If you desire to obtain more complete and detailed information concerning the Learning Center, please see:

Mr. William Dew
The University of South Florida Learning Center
Commerce Building, 1212 N. Florida Avenue (downtown)
Suite 202

Cordially,

THE TAMPA TRIBUNE, Friday, July 15, 1966

USF "LEARNING CENTER" TO OPEN IN DOWNTOWN TAMPA

A University of South Florida "Learning Center" will be opened in downtown Tampa next month to aid high school graduates who lack skills needed for employment.

The USF Center will be operated during the coming year with a $459,223 grant from the U.S. Department of Labor. The grant was accepted for the university at the State Board of Regents meeting yesterday in Gainesville.

Donald Jaeschke, USF education professor who will direct the Learning Center, said the center's activities will be specially tailored to come to grips with the problems troubling many high school graduates in Hillsborough County.

Each year increasing numbers of these young people find they have no "saleable" skill, resulting in unemployment or underemployment.

"We hope to demonstrate," said the USF professor, "that through occupational exploration, counseling and training, people formerly considered unemployable may become productive members of society.

The program will be closely tied to the major types of employment available in the Tampa area.

Jaeschke said the program which is being undertaken through the USF Center for Continuing Education, will be experimental in both its immediate and long-range goals. Although special training and early placement on the job is an immediate concern, the USF professor said, the development of career plans—what the person wants to be doing in 10, 20, or 30 years—will be of equal concern.

After examination of his abilities, a student's interest and aptitude will determine his training and experiences at the USF Center. Counselors will help determine his potential, what he wants to be doing in future years, and, then, how best to get there.

Various common skills needed no matter what line of work is planned—industrial, sales, health-related or civil service—will be taught at the USF Learning Center. These include such things as reading and computational skills. More specialized skills needed for employment in certain categories will be arranged with agencies already working in Tampa.

Jaeschke said there will be no grades or formally scheduled classes. The counseling and instruction will be very much individualized. Thus, students who take the USF Learning Center "course" will be there varying lengths of time from a few weeks to several months.

The USF professor anticipates a professional staff of 18 people working at the Center, with secretarial and janitorial supporting staff.

The Center will be able to handle about 120 daytime and 80 evening "students" at one time and it is anticipated that about 500 will be "graduated" during the first year. A site in downtown Tampa is now being negotiated for the Center.

After a sound basis for future programs is established, possibly at the end of the first year, continued operation of the center may be turned over to the new Hillsborough County Junior College, the Adult Education Program, the area Vocational-technical school or some other county agencies.

Professor Jaeschke said the university feels this program should be available to junior colleges throughout the state.

THE TAMPA TIMES, Friday, August 26, 1966
USF WILL LAUNCH JOB TRAINING POVERTY WAR PROGRAM

The University of South Florida is planning on launching a poverty war program in basically the same area where a county school system project is foundering because of a lack of trainees.

Entitled, "A Learning Center for Personal Employabilitiy," the project prepared and to be directed by USF's Center for Continuing Education is scheduled to begin functioning next month.

Its prime purpose is to train an initial group of 200 unemployed or low income individuals, chiefly those 17 to 21 years of age.

It is in the age grouping that the schools' Manpower Development Training Act program has been unable to recruit enough trainees for it to continue this year.

The Tampa Youth Opportunity Center, a division of the Florida State Employment Service, was able to locate only 100 applicants for the MDTA youth project. An application for recertification was rejected by federal officials because they felt the number of trainees did not justify its continuation.

Although employment service officials from Tallahassee have reportedly sought to save the MDTA effort, some informed sources within the school system see little chance of success.

Some administrators and instructors of the project have since been transferred to teaching positions with the school system, or had their employment terminated entirely.

The 12-month USF project funded with a $459,223 grant from the U.S. Department of Labor, is headed by Donald P. Jaeschke, an assistant professor with the College of Education.

Temporary headquarters for the "Learning Center" has been established in a section of a 1212 Florida Ave. building housing the Tampa Youth Opportunity Center.

Jaeschke said the center will participate in the recruiting of trainees, starting early next month. A total of 120 full-time students will be sought for a daytime training program, and 80 part-time trainees will be the goal for a night-time segment.

To head an instructional and clerical staff of 20 workers, Jaeschke predicts the project will succeed.

"The program," he said, "is designed for the unemployed and underplaced high school graduates in Hillsborough County who find themselves with no saleable skill or a skill far below their potential."

Lacking the prime essentials for any employment—or employment, commensurate with their potential, the disadvantaged high school graduate has been related to a marginal economic existence either as a dependent or firmly fixed in a "dead-end job," he said.

Jaeschke said the program is "especially tailored to come to grips with the problems troubling those high school graduates 17 to 35 years of age who have a high school diploma, or its equivalent, but whose achievement levels are not now compatible with those required by area employers for acceptable employment."

The program will devote extensive effort to pre-training counseling and instruction, the director said. This will prepare the trainees to grasp the vocational training to be offered them later, rather than just throwing them into training classes at the start, he said.

Among the skill training courses to be offered are business education, distributive education, general civil service, industrial education and health-related fields.

Jaeschke stressed that the success of the program is predicated on cooperation. He, and other project officials, intend to work closely with school system administrators and to utilize some of the system's facilities in certain cases.

Although the USF program delves into some poverty war areas coordinated by the Tampa Economic Opportunity Council, the project was not submitted to that agency. It was explained that it secured a federal grant directly without TEOC approval because of its "experimental and demonstration" designation.

ST. PETERSBURG TIMES, November 9, 1966

USF GETS $664,013 PROGRAM

TAMPA—The University of South Florida will conduct a $664,013 Manpower Development and Training Act (MDTA) project known as "Learning Center for Personal Employability," it was announced yesterday.

Of the funds, $204,790 will be for enrollees' allowances. Dr. C. C. Miller will be the project director.

The project is designed to show how unemployed or underplaced high-school graduates without saleable skills may be upgraded to levels required by area employers.

Varied pre-training preparation and building of motivation as well as occupational training and job placement, will be stressed in the program, a spokesman of the U.S. Department of Labor said.

Full-time training will be offered by day and part-time training at night will be offered for the trainees.

The MDTA authorizes the secretary of labor to provide grants to produce new knowledge in meeting manpower, employment and training programs.

THE TAMPA TRIBUNE, Thursday, November 10, 1966

DILEMMA IN HIRING OF NEGROES CITED BY USF POVERTY PROGRAM

In the summer of 1965, a citizens' group compiled test scores showing which local high school graduates were qualified to enter the state's senior universities.

What it found was this:

Of two Negro high schools, only 18 of the 540 students taking the examinations met the qualification.

Most of them scored in the two lower brackets—so low that most of them lacked the basic educational skills to hold a job.

What they needed was a shoring up of their educational deficiencies.

The attempt at an answer was a new program—the Learning Center, sponsored by the University of South Florida and financed with federal poverty funds.

The director is Donald Jaeschke, a former instructor with USF who observes "jobs are available and waiting but many high school applicants cannot pass the basic tests of mental ability."

Jaeschke observes this is generally true of persons in the lower economic level but says it is especially true of the Negro race.

He adds, "they don't have the skills of reading, writing, good English and figuring."

So, Jaeschke says the jobs go begging with many Negroes blaming discrimination for their lack of jobs.

Jaeschke says most firms are now convinced that it is financially desirable to have Negroes in high jobs because of the Negro trade.

"They favor businesses in which members of their own race have an opportunity," he added.

Thus, says Jaeschke, the firms are willing and the Negroes want the jobs but there is the drawback:

Not enough Negroes have the skills in basic education, plus those of typing, bookkeeping, and other more specific trades, he observes.

Jaeschke sees these deficiencies grounded in environment where attitudes of defeat have been ingrained in each generation.

He cites a study showing education has little impact on lower economic levels.

Classes began in September and as of October 26, a total of 68 students had enrolled with 12 dropping out. Jaeschke says the center has places for 200 students and is now seeking more, preferably white males.

The center gives a series of tests designed to show educational deficiencies, personality conflicts, intelligence estimates and others.

With these, the center's instructors learn to cope with the personality of the individual and make him want to learn.

The center is working with Tampa industry in placing students when they have completed their courses.

THE TAMPA TIMES, November 15, 1966
MANPOWER TRAINING PLAN FOR TAMPA GETS APPROVAL

The U.S. Departments of Labor and Health, Education and Welfare today announced approval of "a Manpower Development and Training Act (MDTA) project for Tampa" to be financed by $129,096 in federal funds.

Only thing they neglected to do was announce who is going to get it and administer it. A prepared release from the Atlanta regional office of the Labor Department did state:

"The University of South Florida will train 145 underemployed or unemployed workers up to 52 weeks in multi-occupations, business education, distributive education, civil service section, industrial education, and health-related occupations.

Dr. William Taft, director of sponsored research at USF, would not talk to the Times about the grant.

Instead, he sent word through his secretary that "it's too early to talk to you about it, and besides, he's very busy."

Reached by telephone, a Labor Department spokesman in Atlanta said: "In reality, this is essentially part of the Learning Center grant. It's a developmental and experimental project. And this $129,096 is an addition to the other grant announced last week."

That grant was for approximately $450,000. Prime purpose of the USF project, headed by Donald P. Jaeschke, is to increase the personal employability of young high school graduates.

Jaeschke, however, was unable to explain this morning what the $129,096 might be for. He said he thought perhaps it was a "typographical error."

Or, maybe it's just an additional grant of state and federal training allowances to the initial grant, he guessed.

"But I intend trying to find out what it is," he vowed.

"And if I do before you do," he promised the Times, "I'll give you a call."

Meanwhile, the Learning Center is continuing to operate as it has since early this fall, without relying on an unrequested federal windfall.

THE TAMPA TRIBUNE, August 8, 1967
LEARNING CENTER OFFERS 8-WEEK CLERICAL COURSE

Registration begins Thursday night for an eight-week course in clerical practices at the Learning Center for Personal Employability, 1212 Florida Ave.

Sherman Thompson, administrative director for the center, says it needs some 30 students for the free course, which will hold classes from 6 to 9 p.m. each Tuesday and Thursday.

He said students will receive instruction in typing, shorthand, business machines, and general business practices.

He lists these requirements:

1. Must be high school graduates and between 17-35.
2. A minimum typing speed of 20 words per minute.
3. Desire to improve clerical skills.

Thompson said no tuition or fees are required and no college credit will be granted. He said further information could be obtained by calling the Learning Center before August 15.

THE TAMPA TRIBUNE, October 18, 1967
CLERICAL CLASSES SET AT USF

An eight-week clerical practices class begins Friday at the Learning Center of the University of South Florida.

Interested applicants may report Friday to the Learning Center, Suite 202, 1212 Florida Ave., at 6:30 p.m.

No tuition or fees are required and no college credit will be granted.

Students will receive instruction in typing, shorthand, business machines and general business practices. Classes will meet from 6:30 to 9:30 p.m. on Tuesday and Thursday for eight weeks.

Applicants must be high school graduates between 17 and 35 years old, and have a minimum typing speed of 20 words per minute.

THE TAMPA TIMES, October 18, 1967
CLERICAL CLASS STARTS TUESDAY

An eight-week Clerical Practices Program sponsored by the University of South Florida Learning Center will begin Tuesday.

Registration is 6:30 p.m. Friday at the Learning Center, Suite 202, 1212 N. Fla. Ave. There is no tuition charge and no college credit for the course given.

TEMPLE TERRACE TIMES, October 19, 1967
USF LEARNING CENTER PLANS EVENING PROGRAM

The University of South Florida Learning Center for Personal Employability will hold an eight-week Clerical Practices Program beginning Tuesday, October 24.

The course will offer instruction in typing, shorthand, business machines and general business practices for high school graduates between the ages of 17 and 35 who type at least 20 words per minute and are interested in improving their clerical skills.

The classes will be held from 6:30 to 9:30 p.m. Tuesdays and Thursdays beginning October 24. No tuition or fees are required, and no college credit will be given.

Interested persons should report to the USF Learning Center, Suite 202, 1212 N. Florida Ave., at 6:30 p.m. Friday, (Oct. 20), for registration.

THE TAMPA TRIBUNE, THE TAMPA TIMES
WANT-ADS—October 20, 1967

ARE YOU A HIGH SCHOOL GRADUATE WHO LACKS THE SKILLS TO GET A GOOD JOB? The USF Learning Center for Personal Employability has vacancies for 20 male students.

APPLICATION may be made at any time prior to October 27. IF YOU think you qualify, contact the Learning Center, 1212 N. Florida Ave., or phone 223-2523.

THE TAMPA TIMES, October 20, 1967
REGISTER NOW FOR INSTRUCTION

Applications for a new instruction cycle at the University of South Florida Learning Center may be submitted now.

Application for courses beginning November 6, must be made before October 27.

The Learning Center offers instruction in basic studies and clerical skills geared to individual employability needs.

High school graduates between the ages of 17 and 35 are eligible for the program. There are no fees or tuition charges.

The center also offers courses in occupational exploration and job readiness. Personal and vocational counseling are available.

Diagnostic testing for new applicants is set for October 27.

Interested persons may apply at the Learning Center, 1212 N. Florida Ave., or call 223-2523.

THE TAMPA TRIBUNE, October 21, 1967
LEARNING CENTER SETS COURSES IN EMPLOYABILITY

Applications are being taken now for the new cycle of instruction beginning November 6, at the University of South Florida's Center for Personal Employability.

Any high school graduate between the ages of 17 and 35 is eligible to apply at the Learning Center, 1212 Florida Avenue. No fees or tuitions are charged.

The center is designed to offer instruction in basic studies and clerical skills.

Some of the course offerings include basic English, reading and speech, commercial and applied mathematics, typing, shorthand, stenoscript, bookkeeping and office practices.

Also offered are courses in occupational exploration and job readiness. The services of vocational and personal counselors are available to students.

Diagnostic testing for new applicants will be held on Friday, October 27.

Application must be made before October 27.

COMMUNICATIONS

COMMUNICATIONS

In the establishment of the USF Learning Center for Personal Employability, verbal communications skill, the ability to understand that which is communicated through language and to express oneself with words so as to be understood, was seen as an integral requirement for employability. Consequently, one instructor was assigned to each language area, English, reading, speech. There was no thought, no stipulation, that English, reading, and speech should be treated as separate entities; selection of the instructors and their area designation were based on individual specialties.

It might be well to state here that from the inception of the Learning Center and throughout its career as an experimental and demonstration project, instructional staff were allowed, within budgetary limits, freedom to experiment, to initiate and pursue innovations, to move freely across subject lines.

Because each communications instructor has a specialty, each proceeded independently to plan his subject's curriculum and methods and to provide appropriate materials for student use. However, there was full communication and cooperation between the three instructors toward the development of student learning encompassing all areas verbal communications.

Budgetary restrictions caused the greatest hardship in the speech area. One can certainly operate without mechanical devices, but at a slow pace; and the entire staff was conscious always that time was not on their side. Although the project was later refunded for another year, at the beginning only ten months were allotted for what would prove to be a monumental task.

Instead of a well-equipped speech laboratory, the speech instructor functioned with one tape recorder, one record player, one wall mirror, textbooks on speech presentation (public speaking), and her ingenuity. With this "equipment" she strove to overcome years of poor speech habits, to correct dialectical speech patterns centuries in the making; she had first to lead students to realization and objective acknowledgement of their nonstandard speech, and later to inculcate student desire to develop acceptable speech. She had to inspire them not only to work hard to improve, but to withstand the social and environmental pressures working against them.

Since speech, oral language use, is the most natural method of human verbal communication, the earliest developed in the individual, the most used informally, speech habits are the most thoroughly ingrained and the most difficult to change. The speech improvement sessions focused on ear training to develop student awareness of speech in terms of sounds rather than words, and on articulation skills with selective reinforcement of those skills in connected speech. Two objectives predominated: elimination of certain ethnic and regional expressions, idiom, inflections, and lazy tongue and lip habits; development of confidence and poise for greater employability. The procedure involved recording and analyzing existing speech patterns of each incoming student, separation of students into groups of no more than eight to ten with comparable language skills, use of content closely related to reading and English course content, establishment of standards recommended by the business education coordinator, and taping periodic and final progress checks.

As they became more proficient, interested students participated in a speech presentation course which included materials organization, outlining, articulate presentation, and voice projection; peer evaluation was used efficaciously as a teaching and learning tool.

In December, 1966, the instructor reported:

> The speech pattern of approximately 90% of the present student body deviates from standard American English in sufficient degree to preclude or at least impair, successful employment. Through the past months this element of need has made itself quite evident. . .speech improvement class load has exceeded the originally anticipated number. To meet the need of the large number of Negro students, chiefly female, tape recordings, records and sound drills have been employed. The use of the International Phonetic Alphabet has been met with enthusiasm. The effort has been made to stress a "second language" approach.

In May, 1967, she reported again:

> . . .Presently, the use of demonstrations, lectures, single track tape recorder, textbooks, mimeographed materials is slow. Speech improvement involves not only the learning of basic communicative skills, but also the "unlearning" of faulty or substandard speech patterns.
>
> Of the total enrollment. . .fully 85% or more are in need of developing a higher degree of verbal skills for assurance of success in their stated fields of interest.

She requested more time for speech classes and a "greatly increased and more complete Speech or Language Lab." Time and money were unavailable.

In the reading area, materials for student use were more readily available and of greater range and variety than for either speech or English. The instructor was able to provide reading machines, a few rateometers, boxed programmed reading material at graduated levels of difficulty, workbooks, and a pocket-book library, as well as much printed material on vocabulary development, word skills, and reading skills. The availability of so much programmed material, which students could use individually, working at personal rates and levels of comprehension, made larger classes possible and allowed freedom for independent work in or outside of class time.

Whereas speech training meant for the students a violent wrenching of established habits, a re-education in attitude, and determined revision of self-concept, the development of reading ability meant the acquisition of a new skill. The instructor found it necessary first to develop an understanding of the need for the skill, to change attitude from "Why should I?" to "Reading is important to me for employment, for pleasure, for citizenship." With the apathy removed, skill in reading could progress, according to ability, with obvious reward and personal satisfaction.

As attitudinal changes occurred, a developmental program was emphasized, using a variety of purchased and teacher- prepared materials supplemented by group instruction on mechanics of the reading process—physical, structural and intellectual— including such items as word analysis skills, main idea, skimming and rate, refined word meaning, inferences, perceiving relationships, developing imagery, and semantics. Under this program, students progressed well.

English learning, while not so traumatic for the students as changes required for speech improvement, could also not be so immediately rewarding or pleasurable as reading skill development; and it had to encompass all four areas of communication—reading, writing, speaking, listening.

Curriculum and materials planning was done, naturally, before any students had been enrolled or even interviewed. The student population's required characteristics—high school graduates between 17 and 35—led to a false assumption—that the majority of students would need review, polishing, and refinement of communication skills toward specified occupational goals; e.g., increased reading speed and comprehension, job-oriented vocabulary and writing development, improved diction and speech articulation. Whereas it is good to proceed without pre-conceived ideas, without pre-judgment, one cannot plan for students without decision about their background and abilities. Nor, with financial, physical, and time limitations, can one prepare for a total gamut. Learning Center instructors had to assume that a high school diploma and average age of 25 held meaning. They were wrong, and in the early days of the Learning Center's operation they recognized the "myth of the high school diploma."

To the English instructor, student interviews revealed a pattern of substandard oral language use, and diagnostic tests revealed an appalling lack of language use understanding and knowledge. The student population had at best, in overwhelming majority, language skills of intermediate elementary level.

An immediate revision of curriculum methods and materials was effected. It had been hoped that classes could be kept small—a maximum of ten—and that much instruction could be done on a one-to-one basis. This hope had been based on the idea that many students would be sufficiently skilled to need no further language instruction for their chosen employment and could concentrate on specific job training. However, in the history of the Learning Center hardly a handful fit into that category, and most of these wanted and received help in language use refinement in one skill or another. Consequently, with total enrollment needing English education, and with only one instructor available, classes grew rapidly with the expanding enrollment, thereby losing proficiency-grouping, and individual work had to be made a "free time" function for both student and instructor.

A search was made for suitable programmed English material. Boxed spelling material was procured readily, but programmed English instruction seemed sadly inadequate. Most such material was infantile in approach and felt to be insulting to the age and societal situation of our students; some was designed for college level remedial work and pre-supposed mental attributes and reading skills not evinced by our students. As a stop-gap measure, and to give a better chance for individual progress rates in larger, heterogeneous classes, a boxed kit of programmed English at junior high level was secured. This proved helpful for most students, in varying degrees, but it was not advanced enough for some and its operation was confusing to others. It was later abandoned with the acquisition of a series of programmed English texts which was of wide enough range for all but the least proficient students.

Initially, the instructor worked with a standard grammar text, used as a guide only, simplifying and profusely illustrating subject content for ready understanding. Instruction consisted of basic sentence structure, and word formation use, with stress on oral recitation to accustom students to the sound and rhythm of accepted language patterns.

This elementary, or basic, approach was never resented by the students during the months when the writer, the first English instructor, conducted all English classes. She attributed this to the fact that a firm foundation of **need** had been established for each student before any academic instruction began. In the first, or "orientation" session for each class, teacher and students discussed the true meaning of communication and the importance of competency in the "two-way street" of both kinds of communication, oral and written: writing↔reading, speaking↔listening. In turn, each student was then asked her employment goal; together the individual student, the class, and the teacher probed and analyzed to determine communications requirements for the specific job, not general requirements for a job field. Next, the student was led to analyze **her own** needs, her weaknesses. As specific needs were established, they were listed on a blackboard. The class identified which topics were most needed, and which were needed by most—the foundation stones, as it were. From all this the **students**, not the teacher, outlined their curriculum's content and sequence with, as they expressed it, instruction in English "from the beginning." From that point on, instruction in English was geared to language usage, avoiding grammatical terminology per se except where needed for clarification and understanding.

Although steady, progress was slow. The biggest handicap, which, when seeking for illustrative references and situations, the instructor had to keep in mind, was the paucity of student background experience—not simply academic, but societal, vocational, economic, cultural.

Programmed material was later used to supplement and reinforce class instruction. It proved beneficial in helping students to identify and seek special help for continuing individual weaknesses, and it further allowed students privacy in learning, which is important in groups of varying ability and verbality ranges.

When class loads became oppressive, assistant instructors were added to the communications staff. With this relief, the three original instructors seized the opportunity to initiate and conduct a Communications Clinic. While subject classes continued for other students, 37 selected, Center-representative students participated in an experimental program of interrelated communications skills learning.

Language skills are strongly related to personal environmental factors, particularly the socio-economic, and the Learning Center's student population had an additional powerful adverse influence in the ethnic factor. This meant that while building up language skills, it was also necessary to combat past and current environmental influences. Instructors found that, perhaps largely as a result of such influences, language improvement which showed within the classroom stopped at the threshold—beyond the door immediate reversal occurred—and transference of learning from one classroom to another was negligible.

In an effort to solve the reversal and non-transference problems, the Communications Clinic, an experimental learning situation, was formed. It comprised a triple impact on good language patterns, with correlation and integration of teaching and learning in the three areas.

The clinic's basic operational method was a four-hour time block of total group and rotating small group meetings, twice weekly. A complete description of the clinic would be too lengthy for this writing,[1] but to illustrate the correlation-integration method used, one sample taken from the "listening" period is here described.

Following each total group meeting in which instruction was given on listening—its importance, the physical and intellectual processes involved, etc.—under the guidance of the English instructor each small group participated in a variety of related exercises, such as listening for specific purposes, organization of information, indexing, categorizing, note-taking. The reading instructor worked with each group in turn, treating similar topics in development of comprehension and vocabulary. The speech instructor used some of the same materials adapted to oral speech approaches to develop critical listening for awareness of speech sounds and for self-correction.

Concurrently, students were given two assignments. The first was to choose and listen to one local radio newscaster for one week, then submit a criticism of voice, silent language, objectivity, and organization, based on classroom learning. The second was to choose one of two national TV news commentators to watch and listen to critically, on the weekend following. The students brought their notes to class, formed two teams within each of the three samll groups (according to the commentator chosen), compared notes and compiled a single report, and chose a team reporter. During the next session, the reporters delivered team critiques in total meeting. After the final report, each student wrote a criticism of each student speaker, including three areas—speech, content, organization.

Thus, fulfillment of the double assignment combined learning and application of skills in all four areas of communication and demanded considerable exercise of the intellect. Students accomplished the twofold goal—transference of skills across subject lines and carryover of classroom learning to personal environment.

No statistical records can be provided for clinic students' speech progress or improvement because of a lack of objective measuring tools. However, teacher-judged pre- and post-evaluations showed real improvement in the majority of students in speech articulation and projection, and in stress and emphasis. Written self-evaluation showed that all students had gained in understanding of their problems and an increased awareness of the need for acceptable speech patterns in the employment world.

For reading, English, and intelligence rating, statistical evidence from standardized pre- and post-tests showed not only significant group improvement in every division, but spectacular individual performances.

The actual operation of the clinic was far less ambitious than that originally proposed, because of a 30-clinic-day time stipulation laid down by the director. Nevertheless, the instructors were encouraged by the degree of success achieved, and felt justified in the conclusion that with more time for greater student exposure to language learning, more scope for language experience, greater variety of verbal activities, the results might well have been even more gratifying than those achieved.

Meanwhile, a second special program was organized, as a result of identification of special needs of a particular segment of the population. The euphemistically named Academic Achievement group contained 15 students who had originally tested extremely low on standardized achievement tests, who in five months had been unable to make any discernible progress, and some of whom continued to exhibit distinctive behavioral problems. The students participated in group activities three hours daily, receiving instruction in English, reading, arithmetic, handwriting, personal hygiene, and social relations. The single instructor was admirably qualified for the task, with many years of experience working with physically and emotionally handicapped children. With a fundamentally permissive atmosphere and the use of physical teaching/learning aids and written materials especially constructed for adults of limited ability, and/or for lower elementary school pupils, the instructor was able to up-grade students' skills slightly, and to aid in making many of them more socially acceptable and more employable, as evidenced by job placement. The group continued for five months.

---

[1] See Exhibit I, "Communications Clinic" (Ed. Note)

With the decision of the staff to operate throughout the summer in order to benefit the greatest number of students (who had themselves requested the summer continuation), arose the problem of how to maintain a full, meaningful program with a vacation-depleted staff. Because of the success of the communications clinic, a variation of it was designed which held prospect of providing all students with a greater opportunity than had previously existed for individual advancement.

Communication clinic, summer version, formed the academic core as before, but for total Learning Center enrollment. Students were provided with programmed English, reading, and spelling material, plus prepared teacher-made workbooks. Except for occasional testing and instruction to small groups new to the programmed material, students were allowed to work independently during either a morning or afternoon 90-minute session. They participated in other subject classes by schedule. Work in the clinic was on a "student-felt need" basis; i.e., each student could work in reading and/or English according to his self-recognized need. An area instructor was available at all times for assistance and guidance on request, or when necessary as observed by the instructor. An attempt was made to schedule clinic enrollment according to proficiency level, but other subject schedules for individuals prevented strict adherence to this policy.

The concept of the summer clinic was good: to allow students to fulfill individual needs; to give opportunity for self-direction, self-propulsion; in sum, to give opportunity for development of responsibility as required on-the-job, by treating adults-by-definition as adults-by-performance. However, its operation was a failure.

On the whole, our summer population proved itself only adults-by-definition. The Academic Achievement group was included in the clinic and kept occupied under the guidance of the English instructor. For self-concept reasons, they were allowed reasonable mobility. These people, well-supervised, behaved well. The majority of the balance of the clinic, allowed self-direction and self-discipline, proved, in the main, incapable of handling the responsibility. Only the more proficient students worked well and conscientiously. Most of the 80 afternoon clinic students and a few of the 40 morning students were inattentive, chattered and giggled when not directly supervised; they exchanged and copied work papers, or made no pretense of work; their absenteeism rate increased to 60%; behavior regulations were often, sometimes flagrantly, violated. Improvement, noted by periodic testing, was non-existent.

The smaller morning group, with a preponderance of more proficient, better motivated students, behaved responsibly, needed very little supervision, and achieved well. The few "good" students in the afternoon group performed similarly.

For achievement, then, the summer clinic can be called a failure. For educative purposes, it was beneficial in that the staff learned much from its results. It served to reinforce a judgment conclusion from the first clinic experience: that high expectation, verbalized and attitudinally expressed by teachers and accompanied by commensurate work demands, brings positive result not only in effort and achievement but also in development of mature and responsible attitudes. From the summer experience and in conjunction with previous small-groups observation, staff also drew at least tentative inferences on which to build: an extremely large group is unwieldy unless closely supervised and intensely occupied; the majority of the Learning Center type population needs specific direction—cannot operate independently or be self-motivated.

In effect, the summer experiment, functionally a failure, was a success by showing that the previous contrasting methods had not been mere chance successes. More importantly, its functional failure demonstrated forcibly that **maturity of attitude, awareness of goals and of the requirements for achievement of goals, must be developed in the student as purposefully as skill proficiency.**

As previously noted, inability to function with words was early diagnosed as a prevalent weakness of the student population. In the usual school situation teachers are prone to regard their subject field as of paramount importance. The Learning Center staff might be regarded as unique—it had no departmental jealousies; the organization was student-centered. No matter what his field or his function, each staff member had recognized and acknowledged that "basic education," proficiency in word use, is essential to success in any other learning area.

On this premise, formed after graphic experience and in conjunction with consideration of other needs of the students, staff designed the "primary core" group system which operated, with modifications, from September through April: "primary" for first requirement (basic skills), "core" for the central position from which other functions rayed out. Each student belonged to a small (15-25) core group, where instruction and learning centered around the basic skills of communication, leaving the core for other subject classes—math, job preparation, typing, etc.

The primary core system was an outgrowth of the first, successful, communications clinic, and was influenced by lessons learned from the summer clinic. It combined elements which had proved beneficial: (1) the family feeling of the group, with allowance for individual outside pursuits, (2) the central teacher figure to whom students related and were responsible for attendance and behavior throughout the day and with whom students had the greatest amount of educational contact, (3) the interrelation of communications learning, (4) the further interrelation of communications skills with occupational interest, (5) the work load and pace geared to high expectancy.

Group rotation within core was inoperable with total enrollment because of physical plant limitations; too, budget cuts had resulted in the loss of reading and speech specialists.

None of the remaining staff was trained in clinical speech diagnosis or speech therapy, therefore this area of communications could not be treated in as much depth, with as much concentrated effort, or with as analytical an approach to diagnosis and correction as formerly. A part-time reading consultant prepared a curriculum outline and held in-service sessions for core instructors. Each primary core instructor taught all areas of communications, according to the students' abilities, needs, and occupational interests, as well as relevant social and work skills.

An English "clinician" coordinated all core activities. Her functions were to formulate English curriculum, to plan materials and equipment to be used, to conduct in-service sessions for instructors in teaching methods, to prepare and make available supplementary material, tests, etc. for core instructors' and students' use, to be available for advice and/or special help to instructors or students, and to substitute for absent instructors.

Curriculum outlines were intended as guides and were amplified orally during in-service sessions. Core instructors were free to adapt them to core needs and capabilities. Particularly in groups whose students had similar occupational goals, the instructors had to supplement and alter the outlines and materials supplies; e.g., grammar instruction and exercises using terminology and situations related to health-allied jobs, clerical work, or in anticipation of college requirements. Instructors had, therefore, to be flexible, innovative, and alert to recognize and provide for student needs, existent and changing.

The primary core system, in operation from September 5 to April 26, was originally set up to run three hours per day in cycles, or periods, of eight weeks, but holiday intervention made the second cycle seven weeks long (compensated for by four-hour sessions); and the imminent Learning Center phaseout made a final 16-week period more feasible, since no new enrollments were to be accepted after February. Staff expected to place remaining students in jobs, or refer them to existing agencies.

The first cycle saw division of enrollment into six core groups alphabetically except for a selected group who were judged by the business instructor to be sufficiently skilled in basics to be able to profit from concentrated business skill training for quick job-placement. The results of selecting students for this clerical group by proficiency and interest were so satisfactory that for the second cycle students were scheduled into cores according to first, job interest, and second, proficiency in communications skills. The instructors were greatly pleased with the results of this system, which permitted more adept students to progress rapidly and at the same time become familiar with the communications requirements peculiar to a given employment field. The system also permitted the less proficient to proceed at a slower pace without frustration and without holding back the faster learners. Results of standardized tests in reading, language, vocabulary, and social studies study skills indicated that the core system had been effective in promoting improvement in achievement.

Scheduling of students for the final cycle was complicated by an administrative decision which dictated that no students' standardized test scores could be seen by instructors for scheduling purposes. This stipulation was an effort to avoid the possibility of prejudicial teacher-student academic relationships. Adjustments might be made during the cycle by student transfer from core to core as individual instructors determined that individual students, because of job interest or atypical proficiency level, could better be served in a different core.

In the opinion of the instructors, this administrative decision created a hardship on the core operation and hampered student learning rate. The second cycle had run smoothly and progressed evenly because students had been scheduled systematically and very few transfers had occurred—notably into the business core as openings occurred with job placements from that core. For some weeks, the final cycle experienced continual movement from core to core, which forced repetition of instruction to the transferred, catching up on missed assignments and tests, adjustment of the new student to the atmosphere and pace of the new core. The cycle produced, however, a well organized, carefully coordinated clerical program which proved highly effective. Because interest in clerical occupations was widespread in the student population, for the 16-week cycle the business instructor organized a clerical program composed of three cores, to accommodate a greater proportion of students. The program included business-oriented communications skills. Enrollment by core was limited to the number of typewriters available. This limitation served as an incentive to students in the non-clerical cores who wished clerical training; they could transfer to a clerical core as openings occurred, if their instructor judged them proficient enough to benefit from the business training.

The operation of the clerical cores also demonstrated more fully that manipulative materials make learning meaningful. Clerical cores made use of business machines, dictating-transcribing units, filing kits, and tele-trainers, as well as role playing, field trips and guest speaker programs on business-allied topics.

Just as the 1966-67 term had identified the Academic Achievement group, so the 1967-68 term identified a similar group. Since most of the group had already been scheduled for the second cycle into Core E, no further identifying name was given to it. Non-achieving students were simply funneled to Core E, and students achieving well in Core E were transferred to more suitable cores. During the first half of the last cycle all non-achievers or extremely low-achievers were members of Core E. Theirs was a program of oral language training, with emphasis on repetition of accepted speech patterns to develop habit, rather than language reasoning. Core E instructor made much use of the "public speaking" approach, and was gratified with the good results in an increase of student confidence, more careful enunciation, and clearer articulation. Eight Core E students "graduated" into other cores, one was transferred to another agency for severe reading disability help, four were placed on jobs requiring little language skill, eight students terminated voluntarily. In the eighth week, Core E lost its designated characteristic.

Although the final cycle had been designed to continue for 16 weeks, certain events caused rescheduling at mid-cycle.

During the seventh week of the final cycle, a few staff members expressed concern over the student identification of Core E as "the dumb group," and the possible bad effect of such identification on Core E members. In addition, two clerical core instructors had found that a proportion of their groups were unable to keep pace with the balance of the groups and, further, that some clerical students had changed job aspiration. Finally, imminence of project phase-out demanded concentrated effort to place in employment the 140 students still enrolled.

To satisfy these multiple exigencies, staff immediately implemented a change in core operation geared to specific occupational orientation with student assignment based solely on job aspiration: Core F, social service occupations; Core E, health-related occupations; Core D, distributive occupations; Cores A, B, and C, clerical occupations, with Core C containing beginning and continuing students requiring repetition of the first eight weeks' curriculum content.

The shift to more concentrated occupational orientation of basic studies demanded of instructors much ingenuity in planning, procurement, and use of materials in the stated area of job interest, and further demanded adjustment of curriculum content to accommodate both variety of jobs within the occupational area and varying levels of ability among students with the same job aspiration.

Instructors, approaching the task with enthusiasm engendered by dedication to student welfare, proved equal to the occasion. They used prepared materials on hand, and also taught reading, speech, and English from newspapers, professional magazines, brochures, career training guides, films, trade journals, advertisements, etc., so setting communications teaching/learning into a vocational context that vocational learning was a natural, inevitable concomitant.

Within the first two weeks positive results of the new approach became evident: in attitude and achievement in class, in motivation as shown by an upsurge of employment placements, and in firming of confidence by application to and enrollment in vocational training course programs. This shift to more strictly defined occupational interest grouping also enabled other subject instructors to align their subject content to student goals, which in turn further reinforced occupational readiness.

From the core system as a whole, good things evolved. Increased student school involvement decreased unassigned hours which had previously been wasted. Communications skills, whose use had formerly been limited by students literally to class boundaries, were better transferred across other subject lines, into other class situations. Identification with a core instructor gave students a sense of behavior security, which was further strengthened by transfer by cycle to a different instructor, because the confidence developed with each new instructor firmed the overall confidence, cumulatively; this buildup of confidence with change was viewed as excellent preparation for the similar employment situation of changing supervisors. Language use skill was also strengthened by the core system in that no longer could a student assume that "in English class grammar counts, in speech class only sounds count, in reading class only what I read counts." With one teacher for all three areas, a student had constantly to be alert and careful—with a language teacher **language** always counts, in toto.

One cannot draw definitive conclusions from the results of communications activities at the Learning Center; human and circumstantial variables, uncontrollable in the operative format, exerted positive and negative influences which cannot be assessed. However, results obtained are valuable as guidelines for future activities with populations similar to that served at the Learning Center.

As stated in the Progress Report for September-October, 1967, the Learning Center population was urban disadvantaged, 93 percent female—81.7 percent of these Negro. Standardized tests in mathematics, language, reading, and study skills revealed an 8th grade achievement level overall average in our "high school graduates" population; verbal and non-verbal intelligence tests revealed an average I.Q. score of 85.

In short periods of time at the Learning Center the great majority of students showed a significant improvement, some showed spectacular improvement, and a small portion little or none. Staff felt that one definite, justifiable conclusion that could be drawn was that schooling had not only failed to educate these people, but, in combination with their socio-economic situation, had done violence to them in suppressing their potential and stultifying their incentive. Efforts such as the Learning Center program are an attempt to cure an inexcusable, preventable sickness.

Learning Center operation was hampered by the fact that initial testing could not sift out those who had functional learning disabilities; tests only designated those who had not learned, not those who could not learn. It was demonstrated that the great majority could learn, but that their previous schooling had left them as inadequately equipped as those who could not learn.

No short-term program can compensate for twelve lost years. The best the Learning Center could hope to accomplish in communications skills education was to bring students to employment entry-level requirements, and to develop in them an awareness of their potential which would in turn encourage development of ambition and a desire to further improve their minimal skills.

The foremost and fundamental task is, of course, prevention of the need by way of adequate academic and social education during the growing years. This topic is beyond the scope of the present writing, but out of it rises the first recommendation: the establishment as a part of any future adult remedial education program of a pre-school adjunct program for children of the program's clients or students. This children's program could be most valuable for developing at an early age standard speech and language habits and social understandings. In conjunction with education of the mothers, it would be a two-pronged attack on the problem of up-grading language skills and social acuity of the disadvantaged. Further, it would help overcome the ever-present problem of non-transference of language skills learning to home environment. Fringe benefits would also accrue, such as alleviation of student absenteeism and tardiness blamed on pre-school child-care difficulties—a persistent and recurring problem and a learning deterrent at the Learning Center—with consequent alleviation of student-mother's concern, another learning deterrent. In addition, students would be relieved of the worry about child care expense.

The size of the dependent children problem can readily be seen from figures compiled in December, 1967: 130 female students—162 dependent children.

A predominant reason for non-transference of language use learning to the home environment was, for sincere students of the Learning Center, the pressure of ridicule from relatives. With a child or children "on her side," and for whom she is responsible and ambitious, the sincere student would have moral strength to resist the down-grading pressures; additionally, her efforts to help her child would reinforce her own learning, and speed the process of becoming accustomed to standard language sounds, rhythms, and patterns.

A second recommendation is that the approach to up-grading of language use to employment entry-level be made primarily through speech. The students' own speech, the product of their environment and inheritance, was a replication of speech heard, and was found at the Learning Center to be one of the greatest hindrances to learning. They spoke as they heard; **they continued to hear and to read as they spoke.** They had no conception of other sounds or sound combinations, could not recognize them, and consequently distorted and misinterpreted what was spoken in standard language. In reading, again they distorted, and substituted familiar words and structures for those actually written.

With primary attack on speech, the student can be made aware first of the differences between his own and standard speech sounds; his ear will become educated to differentiate these and therefore to recognize standard speech; he will then be ready to imitate. At the same time standard language patterns and rhythms, by incorporation and by direct instruction, will be assimilated.

Complete integration of communication skills teaching/learning can be accomplished through the speech approach, combining speech sounds, language patterns, spelling, reading, writing, listening and speaking. This demands an entire, carefully prepared and organized program; for most effective use it might be developed as an audio-visual package.

The third recommendation is that programmed material based on reading ability (a) never be used unless and until students are sufficiently advanced in reading skill to handle the written instructional matter with no frustration, (b) be used only as a supplement to teacher instruction, (c) be used only with constant teacher attendance for student assistance (and teacher alertness to unstated needs), and (d) not be used for long periods (except independently on student initiative).

Learning Center experience has shown that only the well-motivated and better prepared students are capable of handling written programmed instruction effectively. Its use by unskilled or low ability students has proved to be not only time-wasting but harmful in that it reinforces or encourages poor habits, and by frustration deepens a student's sense of defeat and hopelessness.

The fourth recommendation is that, regardless of the method used, all language skills subject matter of adult employment preparation classes should be set in a pre-vocational framework. Students are interested in learning: not to speak "acceptably" but to speak the way they must to get telephone operator or receptionist employment; not to increase vocabulary but to be familiar with medical terminology in order to function well as a nurse or technician. Furthermore, they progress in two areas—language and vocational preparation—in the time it might take to progress in one.

Considerable material, written and audio-visual, is already available in some vocational fields at reading vocabulary levels suitable for Learning Center student population. Where not available, and in any case for more custom-made presentation, individual instructors can prepare their own.

The reason for the pre-vocational framework is motivational. Whatever a student's degree of educability, good motivation improves learning attitude and achievement, and interest in the instructional content enhances application.

This leads to recommendation five, that the design of an employment-geared program include (1) a preliminary survey of community employment opportunities (and that the data be current), and (2) a mandatory pre-enrollment period of occupational orientation for each incoming group of students. The purpose of the orientation, which should consist of job analysis sessions and in-depth occupational counseling, would be (a) to familiarize each student with a variety of job fields and specific occupations to enable him to make a considered, realistic job choice, (b) to acquaint students with practicality of job choice in his community so that he might, with better understanding of himself and of other fields, change his goal if he so desires, and (c) to enable the program staff to determine sincerity of student and firmness of his aspiration. On the basis of the orientation findings, student and staff would be able to decide whether or not an individual student should then be enrolled in the program.

This recommendation is based on Learning Center instructor's conclusions that degree and speed of learning depend on firmness of goal choice, awareness of requirements of goal, awareness of requirements to achieve the goal; more simply, a student has a better chance of success if he knows where he is going, how he is to get there, and what he must do on the way.

Other recommendations, whose reasons are obvious, are that class groups be kept small (no more than 20), that manipulative methods be utilized wherever possible, that student in-class involvement be high to maintain individual interest, that home assignments be used to a maximum (for transference and also for possible family involvement), that expectation of achievement be kept high and known to the students (according to student capabilities and in pace with his improvement), and above all that student social awareness be developed and augmented and that his self-respect and self-confidence be built up and maintained unceasingly.

In conclusion, the writer feels constrained to offer two practical admonitions. First, any program, even one designed to be all things to all people, must clearly define its function, and in operation must not transgress the limits of that function. If, for example, enrollees are to be accepted on a basis of "those who have high potential for benefiting from the program's services," provision must be made for methods of determining who can most benefit.

EXHIBIT I

COMMUNICATIONS CLINIC

An Experiment in Language Learning

COMMUNICATIONS CLINIC
An Experiment in Language Learning

Since the University of South Florida Learning Center for Personal Employability[1] had been instituted as a post-secondary learning situation, instructors of the communications area expected that the majority of the student population would need review, polishing, and refinement of language use, with emphasis on upgrading and directing of communication skills toward specified occupational goals; e.g. increased reading speed and comprehension, job-oriented vocabulary and writing development, improved diction and speech articulation.

However, through personal interviews, testing, and classroom behavior, it became rapidly apparent that with rare exception the Center's population required heavy concentration on basic language instruction in both reading and English, as well as drastic revision of and re-education in speech habits.

Instruction and methods were directed toward development of student skill in these three areas. We found that improvement showed within the classroom, but stopped at the threshold—beyond the door immediate reversal occurred—and transference of learning from one classroom to another was negligible.

In a joint effort to solve the reversal and non-transference problems, three communications teachers initiated and conducted an experimental learning situation, a Communications Clinic comprising a triple impact on good language patterns, with correlation and integration of teaching and learning in the three areas. The Center's director laid only one stipulation on the experiment—that it be limited to 30 clinic days.

We prepared a list of 37 students from which we hoped to draw 30 voluntary enrollments. The group was selected to achieve, insofar as possible with the Center's population, a balance of Negro-white, male-female, low-high ability, established-new students. At the initial meeting we explained the program to the students, emphasizing that the curriculum would be strenuous, that pre- and post-testing would be required, and that only those serious about participating should consider enrolling. No enrollments were solicited at the meeting; volunteers signed up individually during the day—all 37 of them. We began operation with 37 instead of the 30 proposed. The first three sessions were devoted to pre-testing: reading, language use and language study skills achievement tests, vision and audio-metric examinations, speech evaluations, and a non-verbal intelligence test.[2]

Since programmed materials[3] were to be used extensively for English and reading, speech evaluations formed the basis for identification of three small groups requiring different levels and methods of instruction. Physical mobility during a three-hour block twice weekly was provided by a large meeting area surrounded by smaller "laboratory" areas.

---

[1] Attachment A

[2] Attachment B

[3] Attachment B

We began counting the 30 clinic days with the first session following completion of testing. During the first nine days, one hour of each block of time was spent with the total group in concentrated work on study skills and listening skills, with heavy loads of homework assigned, followed by two hours during which three small groups were rotated between the three instructors for work in reading, speech, and reinforcement of the study and listening skills instruction. Students took two ten-minute breaks during the three-hour block, not at structured times, but according to class progress.

It should be noted here that the English instructor, during the first nine sessions, dealt only with study and listening skills in both total and small group sessions, touching on language per se only as directly related to those skills. Programmed English and spelling were introduced in the tenth session.

In sessions 11, 12 and 13 students received instruction and study materials on objective test-taking, but had no actual test-taking practice. We conducted no total group meetings after session 13. Small rotating groups concentrated on speech, reading and English.

Following the 30th clinic day, we began post-testing. Using a second form of each instrument, we retested in reading, language use, language study skills, intelligence, and speech progress. We considered a second testing unnecessary for vision or hearing, since the few minor vision problems had been corrected and no hearing disabilities had been evidenced on first testing.

Our original plan to use the clinic as a control group proved unfeasible in the Center's operation. Several of our students terminated for reasons of employment, family moves, or entrance into college. Legitimate absenteeism occurred because of job interviews, field trips with other classes, illness, etc. Since lost time put them far behind in learning and assignments, some students dropped out of the clinic; a few dropped out involuntarily as a result of poor attitude and/or unreasonable absenteeism. Our enrollment dwindled from 37 to 18.

We continued the clinic to the final 30th day, however, because we could see real improvement in our students at what appeared to be a faster rate than had showed under the traditional class structure. Since we could not operate a control group situation with results usable for the Center's population, we did not attempt to re-test terminating students or students who had dropped out but were still enrolled in the Center. Nevertheless, the post-testing proved rewarding. Grouped data gave significant results, and individual test-retest scores revealed some outstanding student performances.

The results were particularly interesting in view of some negative feedback from the students; e.g., heavy work load, stiff attendance and non-smoking regulations, infringement on home time. In turn, the grumbling was interesting in view of student activity; e.g., voluntary work in programmed materials, practice with tapes in the speech lab, requests for additional practice work, requests for individual help outside of class.

To illustrate the correlation-integration method used, one sample taken from the "listening" period is described.

Following each total group meeting in which instruction was given on listening—its importance, physical and intellectual processes involved, etc.—under the guidance of the English instructor each small group participated in a variety of related exercises, such as listening for specific purposes, organization of information, indexing, categorizing, note-taking. The reading instructor worked with each group in turn, treating similar topics in development of comprehension and vocabulary. The speech instructor used some of the same materials as the other teachers, changing the approach to oral speech, to develop critical listening for awareness of speech sounds and self-correction.

Concurrently, students were given two assignments. The first was to choose and listen to one local radio newscaster for one week, then submit a criticism of voice, silent language, objectivity, organization, based on classroom learning. The second was to choose one of two national TV news commentators to watch and listen to critically, on the weekend following. The students brought their notes to class, formed two teams within each of the three small groups (according to the commentator chosen), compared notes and compiled a single report, and chose a team representative reporter. During the next session, the reporters delivered the team critiques in total meeting. After the final report, each student wrote a criticism of each student speaker, including three areas—speech, content, organization.

Thus, fulfillment of the double assignment combined learning and application of skills in all four areas of communication and demanded considerable exercise of the intellect. Students accomplished our twofold goal—transference of skills across subject lines and carryover of classroom learning to personal environment.

Curriculum and methods decisions reached at weekly planning sessions were carried out by the instructors along subject lines, with subject emphasis, in the small group meetings.

Students in the reading phase of the Communication Clinic were approached with a problem—What is reading and what can you do to improve your reading abilities? The initial phase of the reading program dealt with reading attitudes. Since many reading problems can be attributed to this factor, an effort was made to help those students who had a dislike for reading undergo a transformation from a poor reading attitude to a healthy reading attitude. This was accomplished by discussions that centered around the importance of reading. Each student related the importance of reading to his own aspirations in life. When attitudinal changes were clearly emergent, the emphasis in the reading clinic shifted to that of a developmental program. With the assistance of the instructor, the students outlined their own reading program. Students were exposed to a wide variety of reading experiences in addition to a core of materials which included box material, reading workbooks, teacher-made exercises, and teaching machines programmed to meet the individual needs of each student.

The developmental program was supplemented by group instruction on the fundamental mechanics of the reading process—physical, structural and intellectual. These included such things as word analysis skills, main idea, skimming and rate, refined word meaning, inferences, perceiving relationships, developing imagery, and semantics.

Programmed English texts with test booklets, and boxed material for spelling were used exclusively in the small group meetings, after total group orientation in the use of this equipment. The equipment was available only for in-Center use. After analysis of the diagnostic

English and spelling tests, the instructor outlined each student's program, and continued to interpret and guide according to individual progress. Teacher-prepared worksheets were made available for voluntary homework. The instructor worked with individuals as needed, giving requested in-class help, interpreting unit tests, analyzing individual problems; no structured group instruction was given.

The English instructor, while acutely aware that the students needed much training in language use, decided to sacrifice part of the time allotted to "English" in favor of what seemed a more pressing need, basic to all learning; inability to read or listen with understanding, and therefore to follow directions, had been detected as a deterrent to learning which was prevalent in the Center's population as a whole.

In view of this obvious need, the joint decision of the instructors was that the speech and reading instructors should stress their respective subject learning throughout the duration of the clinic, but that since the programmed English and spelling material lent itself to much self-direction by the students, the English instructor should emphasize learning skills. This procedure resulted in somewhat lower average improvement in language use than in other areas. However, the instructors agree that this additional emphasis on "how" rather than "what" influenced the spectacular result shown in the areas of language study skill, reading, and intelligence quotient.

Because of substandard and dialect speech patterns obtaining in the student population, a "second language" approach was used for speech work in the clinic.

The initial evaluations were based on three items: (1) a diagnostic paragraph read aloud to determine sentence reading intelligibility,[4] (2) words in isolation read aloud to determine difficulty with "problem sounds", (3) an extemporaneous one-minute talk on a choice of selected topics to determine conversational speech patterns and level of informal usage. The patent limitation of this method of diagnosis is dependence on subjective judgment by the instructor. It was necssary, however, in the absence of valid measurements for verbal intelligibility other than those developed by speech therapists for use in clinical diagnosis settings with true speech-handicapped individuals, i.e., stutterers, cleft palate or cerebral palsy patients, etc.

The students were divided into three small groups according to teacher-assigned speech ratings. Colors were used for group designation, rather than letters or numbers, to eliminate possible stigma attached to poor or slow group designations. In the Red, or top, group, speech presentation was emphasized. The White and Blue groups consisted of those students with dialectical speech patterns which interfered with effective oral communication. In the White group, whose need was most serious, more time was devoted to drill and tape work than with the middle, or Blue, group.

The IPA (International Phonetic Alphabet) was used at first. However, it soon became obvious that the concept of a sound for each symbol was beyond the capabilities of the Blue group. The White group continued to use the IPA to a reduced degree; those students enjoyed the "code" idea.

---

[4] Diagnostic paragraphs: "My Grandfather," "Arthur the Young Rat," "Safe Enough."

In the interest of economy, mimeographed forms were used instead of texts. Lectures, based on Rosenberg's *Preparing and Presenting a Speech*, were prepared for use with the Red group, accompanied by extensive listening lessons, using exercises and recordings. In the White and Blue groups, ear training, utilizing records and tapes, was stressed to help students differentiate between standard and substandard speech. In addition, because of the preponderance of students with below norm voice quality, some hours were taken up with the physiological explanation of voice, with emphasis on breathing for better sound projection. Other elements treated were kinesthetic and vocal exercises (which proved difficult for White and Blue groups), sound discrimination, and frequently mispronounced words.

No statistical records can be provided for the speech progress or improvement of clinic students because of the aforementioned lack of objective measuring tools. However, post-evaluations indicated improvement in a majority of the clinic enrollment in speech articulation and projection, as well as some improvement in stress and emphasis. Written self-evaluation also showed that all students gained in understanding of their own problems and in increased awareness of the need for acceptable speech patterns in the employment world.

The speech contribution in the Communication Clinic lies not in statistical data, but in insights gained by students into the need to shift gears, to use language appropriate to its occasion for maximum benefit to employability in the socio-economic struggle of young people.

(The speech instructor puts forth a specific recommendation that both preservice and inservice special training in understanding and coping with speech and language patterns of the culturally different student should be undertaken by all teachers of this type of student.)

The actual operation of the Communication Clinic was far less ambitious than the program described in the original proposal, because of the time limitation stipulated. Nevertheless, the instructors have been encouraged by the degree of success achieved, feeling justified in the conclusion that with more time for greater student exposure to language learning, more scope for language experiences, greater variety of verbal activities, the results might well have been even more gratifying, more exciting than those shown in the following tables and graphs.

Table 1 gives a picture of individual achievements, some of which are outstanding. Note student number 16, for example, with spectacular improvement in every area: looking at 12th grade percentiles, we see that student 16 increased 38 units in language, 26 units in language study skills, 20 units in reading, and 20 units in I.Q.

Table 2 gives a breakdown of performance averages. It can be observed that in reading, three and one-half times as many students improved as declined, with average improvement two and one-half times greater than average decrement. Similar proportions exist in the other three areas.

Despite the fact that the clinic group was relatively small, too small even at the inception for use in making statistical or behavior predictions or judgments, the instructors sought to glean whatever usable information could be gained from the test results. T—tests[5] were run on scores for all objectives tests, to learn what significance the scores held. The T—test findings are impressive.

---

[5] Formula for T-test of significance taken from *Statistical Methods for Behavioral Sciences*, Edwards, A. L., Holt, Rinehart and Winston, New York, 1954, p. 254.

Table 3 shows those findings, giving for each area test, T—test score, level of significance, and translation of this level into chance ratios.

Attempts were made from the beginning to eliminate possible variables that might prejudice total results favorably.

1. Student enrollment was representative of Center population in all possible aspects.
2. Enrollment contained students both highly and poorly motivated, both diligent and indolent.
3. Curriculum content in no instance was based on or duplicated test items or material.
4. No test-taking practice was given.
5. A second form of each pre-test was given as a post-test.
6. Participation was voluntary.
7. No pressure was exerted on students to remain enrolled, nor was any stigma attached to withdrawing.

Additionally, scores of several of the "better" students are not included, since these students were placed on jobs or transferred to colleges before clinic post-testing.

The basis for the inception and direction of the Communications Clinic was twofold:

1. A conviction that these victims of the "Myth of the High School Diploma" can be taught, can be educated to a level of productive employability.
2. Proof that these people lack the prime essential for employability or social intercourse—ability to communicate effectively.

The underlying assumption of the clinic operation is admirably expressed by Dr. Charles G. Hurst, Jr.:

> "A satisfactory level of verbal proficiency is vitally important to the total learning process, and is indeed a determining factor in successful job placement."

---

[6] Attachment D—Progress Report No. 4

[7] Psychological Correlates in Dialectolalia, Charles Hurst, Jr., The Communications Research Center, Howard University, Washington, D.C., 1965

TABLE I

	METROPOLITAN ACHIEVEMENT TEST High School Battery												IOWA SILENT READING						LORGE THORNDIKE NON-VERBAL I.Q.		
	Language						Language Study Skills						* * * * * * * * * * * * * * *								
	Form AM 1/67		Form BM 5/67		Change		Form AM 1/67		Form BM 5/67		Change		Form AM 1/67		Form BM 5/67		Change				
Student	Std. Sco.	Gr. 12 %ile	Std. Sco.	Gr. 12 %ile	Std. Sco.	Gr. 12 %ile	Std. Sco.	Gr. 12 %ile	Std. Sco.	Gr. 12 %ile	Std. Sco.	Gr. 12 %ile	Std. Sco.	Gr. 12 %ile	Std. Sco.	Gr. 12 %ile	Std. Sco.	Gr. 12 %ile	Form A 2/67	Form B 5/67	Change
1	68	72	69	74	+ 1	+ 2	48	24	51	29	+ 3	+ 5	169	40	163	25	- 6	-15	87	99	+12
2	59	50	59	50	0	0	51	31	48	24	- 3	- 7	168	38	169	40	+ 1	+ 2	88	97	+ 9
3	55	39	62	59	+ 7	+20	42	13	54	38	+12	+25	143	2	155	11	+12	+ 9	81	89	+ 8
4	42	13	46	19	+ 4	+ 6	51	31	48	24	- 3	- 7	160	18	181	70	+21	+52	100	107	+ 7
5	36	7	47	21	+11	+14	35	6	36	7	+ 1	+ 1	152	7	147	3	- 5	- 4	101	95	- 6
6	50	27	52	32	+ 2	+ 5	51	31	69	74	+18	+43	144	2	161	20	+17	+18	82	92	+10
7	42	13	47	21	+ 5	+ 8	25	3-	33	4	+ 8	+ 2	137	NS	141	1	+ 4	+ 1	68	78	+10
8	39	9	37	7	- 2	- 2	39	10	39	10	0	0	135	NS	142	1	+ 7	+ 1	68	66	- 2
9	33	4	46	19	+13	+15	33	4	46	20	+13	+16	135	NS	142	1	+ 7	+ 1	86	84	- 2
10	65	66	65	66	0	0	57	46	65	65	+ 8	+19	186	81	192	90	+ 6	+ 9	77	117	+40
11	77	87	74	82	- 3	- 5	72	80	72	80	0	0	187	83	185	79	- 2	- 4	94	95	+ 1
12	29	3	36	6	+ 7	+ 3	30	3	39	10	+ 9	+ 7	137	NS	152	7	+15	+ 7	65	72	+ 7
13	35	6	39	9	+ 4	+ 3	37	8	42	13	+ 5	+ 5	135	NS	158	15	+23	+15	81	97	+16
14	36	6	44	16	+ 8	+10	14	3-	30	3	+16	+ 1	134	NS	144	2	+10	+ 2	68	70	+ 2
15	67	70	68	72	+ 1	+ 2	48	24	51	31	+ 3	+ 7	160	18	163	25	+ 3	+ 7	88	92	+ 4
16	47	21	62	59	+15	+38	46	20	57	46	+11	+26	160	18	168	38	+ 8	+20	92	114	+20
17	39	9	30	3-	- 9	- 6	46	20	44	16	- 2	- 4	150	5	151	6	+ 1	+ 1	79	84	+ 5
18	57	44	55	39	- 2	- 5	62	58	69	74	+ 7	+16	182	73	180	67	- 2	- 6	99	109	+10

** NS = Below Scale

COMMUNICATIONS CLINIC EVALUATION

The chart below shows the nature of improvement in the Communications Clinic as measured by the performances of 18 students on test-retest standard score results from four measuring instruments. NOTE: In each language test two sets of scores registered no change.

Table 2

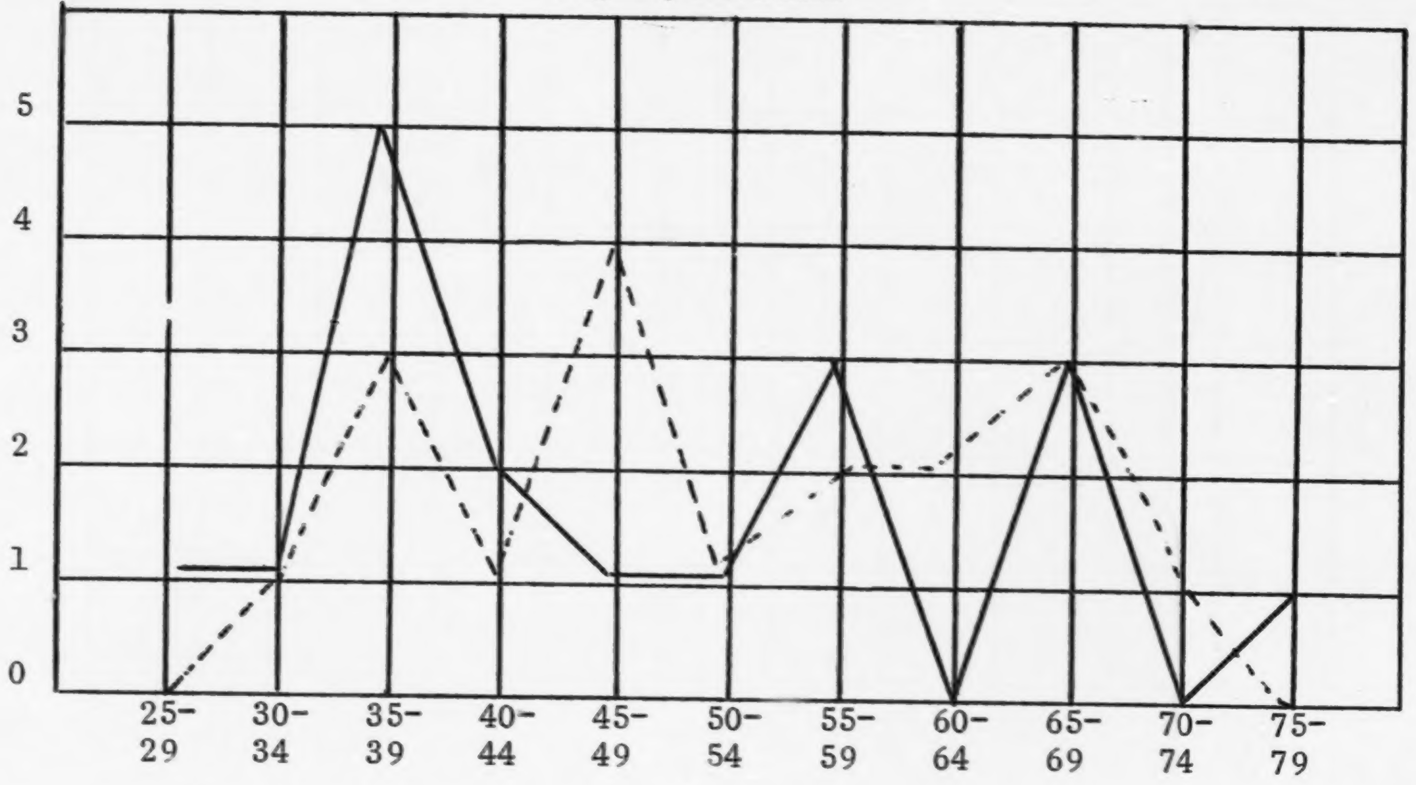
Instrument	Number of Students Improving	Mean Standard Score Improvement	Number of Students with Decrement	Mean Standard Score Decrement
Iowa Reading	14	9.6 pts.	4	3.8 pts.
Language Usage	12	6.5 pts.	4	4.0 pts.
Language Study Skills	13	8.9 pts.	3	2.7 pts.
Nonverbal I.Q.	15	10.7 pts.	3	3.3 pts.

Table 3
Analysis of Test — Retest Results
of
Communications Clinic

Test Area	% of Students Improving On Test	% Average Standard Score Improvement	% of Students Declining	% Average Standard Score Decline	Ratio Students Improving Over Declining	T-Test Score	T-Test Level of Signifi-cance	Chance Possi-bility
Language Use	75	13	25	8	3/1	2.41	.05-	5/100
Language Study Skills	81	19	19	6	4/1	4.24	.0005+	5/10,000
Reading	78	6	22	2	4/1	4.19	.0005+	5/10,000
I.Q.	83	1	17	1/10 of 1	5/1	3.50	.005+	5/1,000

GRAPH I

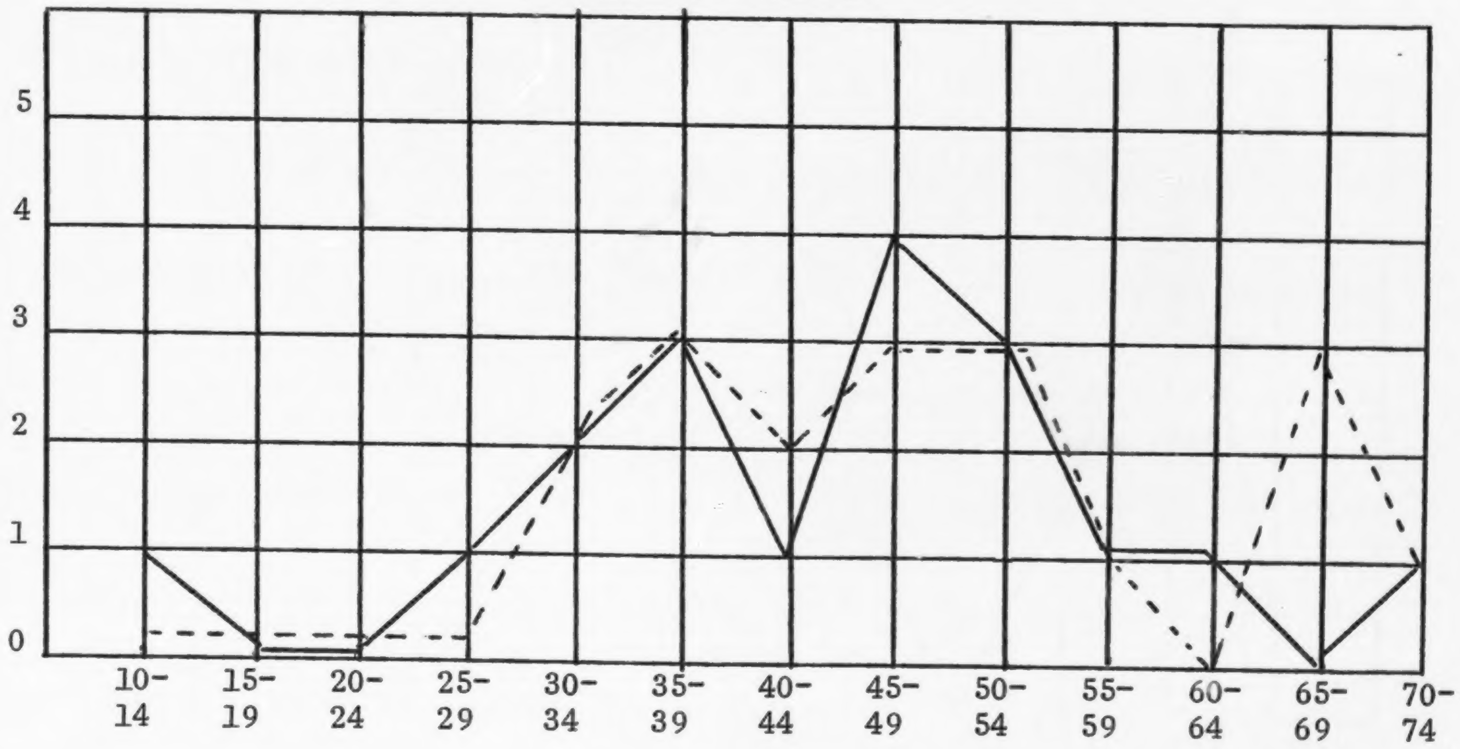
Metropolitan Achievement Test — High School Battery
Language Use
Frequency Distribution



———— A, 2 = 48.67
-------- B, $\overline{X}$ = 52.11

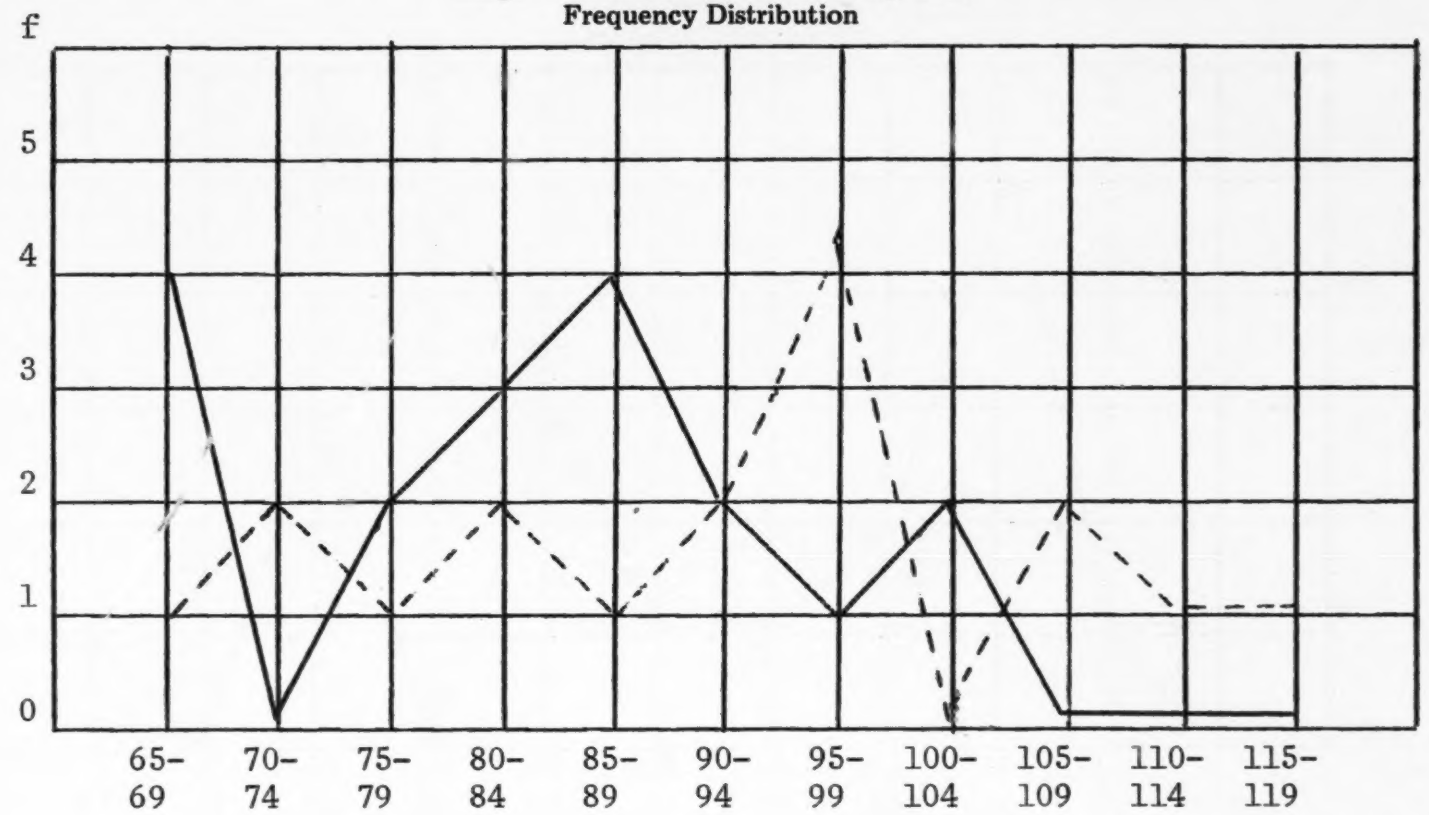
GRAPH II

Metropolitan Achievement Test — High School Battery
Language Study Skills
Frequency Distribution



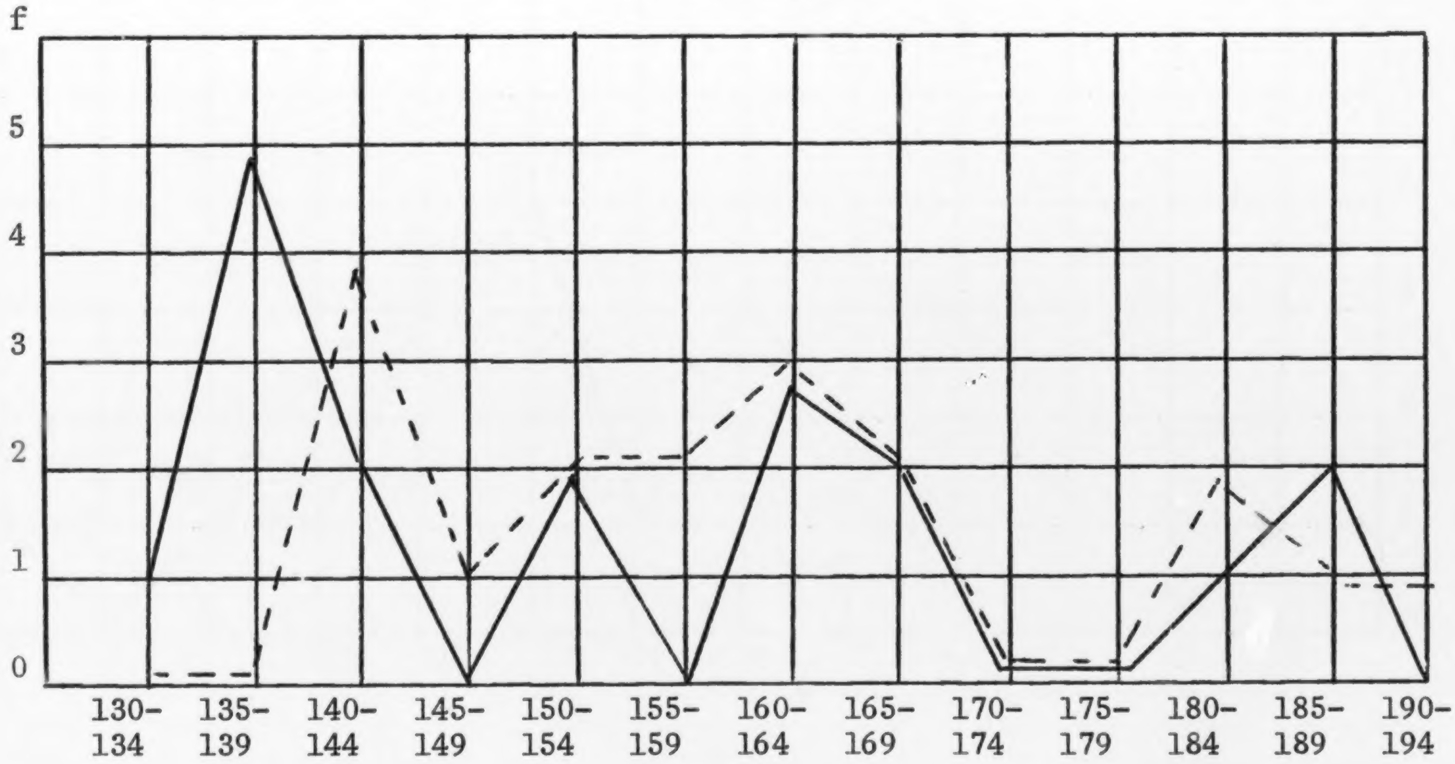
———— A, $\overline{X}$ = 43.72
-------- B, $\overline{X}$ = 49.61

GRAPH III
Lorge — Thorndike Non-Verbal I.Q. Test
Frequency Distribution



——— Form A, $\bar{X}$ = 82.67
-------- Form B, $\bar{X}$ = 92.06

GRAPH IV
Iowa Silent Reading Test, New Edition
Frequency Distribution



——— Form A, $\bar{X}$ = 154.11
-------- Form B, $\bar{X}$ = 160.78

ATTACHMENTS

Attachment A	Learning Center Climate
Attachment B	Equipment, Materials and Tests
Attachment C	Student Comments
Attachment D	Recognition of Need for Communication Skills

ATTACHMENT A

Learning Center Climate

The University of South Florida Learning Center for Personal Employability is a "univeristy-controlled experimental and developmental program for the unemployed and under-placed high school graduates in Hillsborough County who find themselves with no saleable skill or a skill far below their potential. Lacking the prime essentials for any employment, or employment commensurate with their potential, the disadvantaged high school graduate has been relegated to a marginal economic existence either as a dependent or firmly fixed in a deadend job.

". . .especially tailored to come to grips with the problems troubling those high school graduates 17 to 35 who have a high school diploma or its equivalent but whose achievement levels are not now compatible with those required by area employers for acceptable employment. These people are the prime target group. A small number of people with backgrounds somewhat different from the prime group may be enrolled. . ."

pp. 3—4, A PROPOSAL FOR A LEARNING CENTER FOR PERSONAL EMPLOYABILITY, University of South Florida Center for Continuing Education, April, 1966

". . .student. . .population. . .is quite different in achievement from the anticipated student group. An essay about the most significant finding in our efforts to date well could be headed 'The Myth of a High School Diploma.'

". . .Many read on a third to sixth grade level and find great difficulty in writing their own biography intelligibly or legibly. This lack of communication skill is especially understandable when one listens analytically to the speech pattern of a great number of Center students.

". . .the staff welcomed an opportunity to work with a group of teachers who come to the Center asking assistance. Since they had failed the minimum score on tests required by the State of Florida to become certified as teachers, they were unemployed or faced with pending unemployment. . .

". . .These teachers were invited as a special group to engage in regular evening student learning activities. As a result, Center staff members learned that these people, too, read on an elementary school level, could not work elementary mathematical problems and employed speech patterns which impeded their communications."

pp. 2—4, PROGRESS REPORT NO. 4 December, 1966—January 10, 1967 The University of South Florida Learning Center for Personal Employability

Changes—The only major changes in the Learning Center enrollment since the last Progress Report, 3/10/67, show a five percent increase in the non-white population and a five percent increase in the twenty-five and over age group. The chart below describes the day enrollment at the Learning Center as of April 30, 1967.

POPULATION CHARACTERISTICS BY PERCENT

Students at Learning Center for Personal Employability
(Day registrants, as of April 30, 1967)

N=117

White	25.6%
Non-white	74.4%
Total	100%
Male	9.4%
Female	90.6%
Total	100.0%
Ages 17 to 24	81.2%
Ages 25 and over	18.8%
Total	100.0%

PROGRESS REPORT NO. 6
March 10—May 10, 1967
The University of South Florida Learning
Center for Personal Employability

ATTACHMENT B

Equipment, Materials and Tests

Equipment

- Overhead projector
- Tape recorder
- Record player

Materials—Student Use

Teaching Machines and Programmed Materials

- AVR Reading Rateometer, Model A; Audio-Visual Research, Waseca, Minnesota
- Honor Teaching Machines; Honor Products Co., Cambridge, Massachusetts
- Science Research Associates, Inc., Chicago, Illinois
  - SRA Reading Laboratory IIIb
  - SRA RFU—Reading for Understanding, General Edition
  - SRA Pilot Library Series IIIb
  - SRA Spelling Word Power Laboratory, IIIa
- Harcourt, Brace and World, Inc., New York, New York
  - English 2600, Paperbound Edition
  - English 2600, Test Booklet

Books, Workbooks and Miscellaneous

- Developmental Reading Workbook, Second Edition, Guiler, Raeth, and May, J.P. Lippincott & Co., New York, New York
- *Practical English Reading Skills Workbook*, Scholastic Book Service, Inc., New York, New York, 1964
- Reader's Digest *Advanced Skill Builders* Series, Reader's Digest Service, Inc., Pleasantville, N.Y.
- *Reading Skills*, E.D. Baker, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1953
- *Specific Skills* Series, R.A. Boning, Barnell Loft, Ltd., Rockville Center, N.Y.
- SRA Better Reading Books 1, 2, 3, Science Research Associates, Inc., Chicago, Illinois

- *Webster's New Collegiate Dictionary*, G.C. Merriam Co., Springfield, Massachusetts, 1965

- Newspapers
- Magazines
- Mimeograph and Ditto Worksheets
- Records
  - "Historical Voices and Music from World War II"—Robert Lewis Shayon Production, American Heritage Record Co.
  - "I can Hear it Now"—Edward R. Murrow and Fred W. Friendly, 1933 and 1935, Masterworks Collection, Columbia Records
  - "John Fitzgerald Kennedy, 1917—1963"—Diplomat Record Co.
  - "Living Shakespeare Series"—Living Shakespeare, Inc.

"Ronald Reagan Speaks"—Operation Coffeecup, The American Medical Assocation
"The Badmen"—Goddard Lieberson Production, Legacy Collection, Columbia Records
"The Confederacy"—Bruce Catton and Clifford Dowdey, National Gallery of Art, Washington, D.C.
"The Union"—Bruce Catton and Clifford Dowdey, National Gallery of Art, Washington, D.C.

Materials — Instructor Sources

Better Speech and Better Hearing, L.D. Schoolfield, Expression Co., Magnolia, Massachusetts, 1951
Business English Essentials, G.K. Henderson, McGraw—Hill Book Co., New York, New York, 1965
Effective Expression, Hurst and Fenderson, Charles E. Merrill Books, Columbus, Ohio
English Journal, The, National Council of Teachers of English, Champaign, Illinois
Handbook for Remedial Speech, H.J. Hettman, Expression Co., Boston, Massachusetts, 1948
Modern Speech, Irwin and Rosenberger, Holt, Rinehart, and Winston, Inc., New York, New York

Tests

Iowa Silent Reading Test, New Edition, Revised Advanced Test, Forms Am and Bm, Harcourt, Brace and World, Inc., New York, New York

Metropolitan Achievement Tests, High School Battery, Language Tests, Forms Am and Bm, Harcourt, Brace and World, Inc., New York, New York

Lorge-Thorndike Non-Verbal Intelligence Test, Forms A and B, Houghton-Mifflin Co., New York, New York

ATTACHMENT C

Student Comments

Spontaneous Student Comments

1. Re listening skills: "If we had been taught all these things in the first few grades, we'd be so much farther ahead now."
2. Re listening skills exercises: "I was so glad for the practice you gave us. I took the telephone company test yesterday and some of the things I had to do were just like what we have been doing in class."
3. Re enrollment: "I signed up for the Communications Clinic yesterday, but I have been wondering—I don't think I can do the work—I don't know how to study!"
4. Re study and listening skills instruction: "I was so confused at first. You gave so many different things—it seemed like all at once—it seemed like too much. But now I feel that it all comes easier and everything is falling into place; the things I thought I didn't understand are coming clear, and I'm learning the new things better and easier. Is this the way it's supposed to be?"
5. Quotation from letter of student who completed clinic then left for college: "Your speech class has made me aware of ear training, descernment and discrimination, the kids in my class sound as if they are speaking jargon." [sic]

Written Comments

1. Commentator Criticism

   "I think Cronkite reads a bit too much, consequently lowering the amount and effectiveness of eye contact."

   ". . .The commentator read his notes almost verbately [verbatim?]. . .His tone of voice seemed to be in a downward direction. He reported the news as it happened, and not from will opinions and chitchats." [sic]

   "His delivery is good, even though he does not move his upper lip as he should."

2. Student Speaker Criticism

   "She didn't use enough reference to what she was speaking of."

   "The first group failed to follow directions. . .and lacked an organized presentation."

   "Betty was awkward, uncomfortable, and nervous. She had a tendency to stutter." [sic]

   "Enunciation poor—mispronounced words such as—Maryland—Mareland, was—waj, from—fom."

   "She was nervous causing short sentences, poor eye contact, and blunders in words."

ATTACHMENT D

Recognition of Needs for Communication Skills

Manpower Report of the President, United States Department of Labor, April 1, 1967

> "...To permit wider application of the techniques...developed, the Congress, in a 1966 amendment to the MDTA, authorized training in communications and 'employment' skills, with or without occupational training." p. 51

> "...what may seem to be impenetrable ignorance and near illiteracy...may well be merely the result of having learned to communicate in a substantially different way than that of the prospective employer or the members of the public with whom the worker will have to deal." p. 52

Improving Patterns of Language Use, Ruth Golden, Wayne State University Press, 1960

> "Vocational retardation is tied in with the fact that non-standard speech gives a false impression of ignorance...students ...are unaware of their habitual difference in speech pattern and the extent to which they are judged by them." p. 16

> "The fact that speech is related to reading, that mental tests are largely based on reading comprehension bears out the statement that non-standard speech may give a false impression of ignorance." p. 18

American English Grammar, C.C. Fries, Appleton-Century-Crofts, Inc., 1940

> "In the matter of English language it is clear that anyone who cannot use the language habits in which the major affairs of the country are conducted, the language habits of the socially acceptable of most of our communities, would have a serious handicap."

Pattern Practice in the Teaching of Standard English to Students with a Non-Standard Dialect, San—Su C. Lin, Bureau of Publications, Teachers College, Columbia University, New York, New York, 1965

> "It appears to be presumptuous to claim that any method can, in nine months, give a student a full command of the standard dialect when it is psychologically and socially difficult for him to use anything but the non-standard dialect in his daily life."

THE EVOLUTION
OF THE EVENING PROGRAM

THE EVOLUTION OF THE EVENING PROGRAM

The evening program began as an integral element in the scope of Learning Center activities. In its efforts to serve those in the community who were unemployed, or who lacked the skills necessary for the attainment of acceptable entry level positions, the Learning Center endeavored to create a meaningful personal employability program for those people who were compelled to get their education at night.[1]

Recruitment of students for the evening program began in September of 1966. Applicants were interviewed, counseled, and advised by Learning Center staff members. Requirements for admission into the evening program, as in the day program, were a high school diploma, age ranging from 17 to 35, and a desire to acquire the skills necessary for employment. Students were put on a waiting list during the early weeks, until a sufficient number of enrollees could be secured and a meaningful program designed.

Students were actively recruited during September and October of 1966. By October 24, 1966, a curriculum had been determined, students had been assigned, and classes had begun.

By October 30, 1966, the evening program was serving 48 enrollees. Instructors were regular full-time staff members who now had evening classes in addition to their daytime classes to make up the 40-hour work week. Additional part-time staff members were hired to accommodate increasing enrollment. Changes in curriculum offerings and course content were effected as student needs were analyzed and made known.

By December of 1966, when the enrollment of the evening program reached 64 students, the services of four administrators, six vocational counselors, five basic studies instructors, four personal counselors, and three part-time instructors were being used.[2]

It was thought that those students who were to participate in the evening program would be the underemployed rather than the unemployed—people holding daytime positions which were unsatisfactory to them or those who realized that promotions and advancement would be virtually impossible without further training. It was thought that some students would wish to depart completely from their current fields of endeavor and secure positions with more prestige and better salaries. While it is true that some students were in the category of the underemployed, the great majority of students in the evening program proved to be simply unemployed.

The evening program, then, was geared to re-educate students and enhance their abilities in the areas of basic studies, social acuity, and clerical skills.

Many students had personal problems or difficult home situations which were barriers to employment. Many students lacked information on jobs available in the community and the requirements necessary to secure these positions. Many students had unrealistic career aspirations. Extensive personal and vocational counseling was often necessary to remedy these situations.

---

[1] A Proposal for a Learning Center for Personal Employability, pp. 5-7

[2] Progress Report No. 4, p. 11

Regulations did not permit payment of training allowances to evening students. The rationale of the training allowance given to day students on the basis of age, household position, and number of dependents was a subject often debated by Learning Center staff members. While some maintained that the training allowance was a necessary factor for students' participation in the program, others believed that it encouraged the student to "hang on" to the Learning Center as long as the check came in each Friday. The factor of the training allowance is being emphasized at this point, regardless of which opinion was held, to show that in the evening program, in which no training allowances were available, attendance was generally good. This demonstrated the fact that students were enrolled for the learning experience rather than for the receipt of money. Certain students in the evening program who were not employed or who had an unsatisfactory part-time job were eager to transfer into the day program where an allowance could be received. These students were put on a waiting list and given first preference when an opening occurred in the day program. Initially, those students wishing to transfer programs were the exception rather than the rule.

By December 16, 1966, the evening program student enrollment, which had begun with 25 enrollees, had reached a total of 64 students.

Recruitment was one of the few problems encountered in the first few months. There was a notable lack of publicity for the program; not enough people in the community knew of its existence. This problem should not have gone unremedied. Many avenues of approach could have been taken. The use of news media could have been a valuable instrument in publicizing the Learning Center's availability. Private business, industry, and public agencies could have been made more aware of the offerings of the Center. The fact that the Learning Center served its students at no cost should have been a most attractive invitation. The fact that courses were tailored to individual student needs was a statement that no other public school or agency could have made.

In January, 1967, the evening program curriculum provided the following course offerings:

Course Number	Course Title	Time Offered	Days Offered
101-67	Speech Improvement	6 - 7	TR
101-68	Speech Improvement	7 - 8	TR
101-69	Speech Improvement	8 - 9	TR
301-61	Reading	6 - 7	TR
301-62	Reading	7 - 8	TR
301-63	Reading	8 - 9	TR
102-61	English	6 - 7	TR
102-62	English	7 - 8	TR
102-63	English	6 - 7	MW
102-64	English	7 - 8	MW
201-01	English; Law Enforcement	8 - 9	W
201-61	The Nature of Man	7 - 8	MW
302-61	Educational Psychology	7 - 8	MW
401-61	Occupational Exploration	8 - 9	M
101-61	Math	8 - 9	TR
101-62	Math	6 - 7	TR
201-61	Math	7 - 8	TR
111-62	Typing	8 - 9	TR
111-61	Shorthand	7 - 8	TR
140-61	Basic Accounting	6 - 7	MW
201-61	Personal Health	7 - 8	M
CR 301-63	NTE	6 - 9	TR

The policies and procedures which governed student activities and participation in the evening program were simple and precise.

Regular attendance was expected of all evening students so that the instructional program could move forward with consistency. Upon three consecutive absences from a given class, students were withdrawn from the class by the instructor. Students were asked to inform the instructor or personal counselor, should illness or a personal commitment prevent attendance. Evening students were required to sign in and out of the Center.

Students were informed of the precise time when classes were to begin. It was expected that students should make all efforts toward being punctual. Instructors recorded tardiness and determined whether it was excused or unexcused. Students were encouraged to discuss any transportation or work conflict with the instructor.

Student progress was regularly evaluated by each instructor. This process was vital to the proper placement of students. Each student was informed of this evaluation as a measure to help him understand his strengths and deficiencies in various areas.

As the evening program expanded its offerings to students, there was some need for changing the time and schedule of classes. The changes in course offerings were intended to provide each student with the most profitable learning experience during his stay at the Center. The administration office assisted students with schedule changes. Changes in a student's schedule had to be approved by the course instructors and the personal counselors. This procedure was necessary so that schedule and attendance could be properly maintained.

When a student decided to withdraw from the Center, he was required to inform his instructor at the earliest possible date and to complete a student termination form.

The evening program expanded and progressed without significant deviation and as of May, 1967, had an enrollment of 88 students.

May 11 and 12, 1967, were set aside as "Conference Days" for students in the evening program. Each student was assigned an advisor who carefully reviewed each advisee's record and helped to determine his progress. The advisor then arranged appointments for each advisee to meet individually with each of his instructors. Each instructor then personally related to the student an estimate of the student's readiness in regard to career goals.

Attendance on the part of students declined somewhat during Conference Days, but the students who were in attendance enthusiastically expressed their appreciation for this brief period of reflection and review of their Learning Center activities in relation to their career goals.

Following Conference Days, a revised schedule of course offerings for the evening program was put into operation on May 19, 1967. The curriculum included the following courses:

Course Number	Course Title	Day—Time
OF 140-61	Basic Accounting Methods	MW 6 - 7
OF 120-61	General Business	W 7 - 9
OF 111-64	Stenoscript Shorthand	M 7 - 9
OF 111-63	Typing	MW 6 - 7
OF 111-62	Typing	TR 8 - 9
OF 111-61	Shorthand	TR 7 - 8
MA 201-63	Advanced Mathematics	MW 7 - 8
MA 201-62	Advanced Mathematics	MW 6 - 7
MA 201-61	Mathematics	TR 7 - 8
MA 101-62	Mathematics	TR 6 - 7
MA 101-61	Mathematics	TR 8 - 9
HH 101-61	Health and Hygiene	M 6 - 8
GP 101-61	General Psychology	M 7 - 8
GH 101-01	Governmental History	R 7 - 9
EH 401-61	Occupational Exploration	M 6 - 7
EH 201-61	Nature of Man	MW 7 - 8
DO 102-61	Retail and Wholesale Selling	T 7 - 9
CV 102-62	Basic Communications	TR 7 - 8
CV 102-61	Basic Communications	TR 6 - 7
CR 301-65	Reading	MW 8 - 9
CR 301-64	Reading	MW 7 - 8
CR 301-63	Reading	TR 8 - 9
CR 301-62	Reading	TR 7 - 8
CR 301-61	Reading	TR 6 - 7
CO 101-61	Speech Presentation	MW 7 - 8
CO 101-62	Speech Improvement	MW 8 - 9
PM 301-61	Personnel Management	T 6 - 8
CV 104-61	Business Communications	R 6 - 8

Evening program student enrollment jumped to 110 students in July, 1967, with fifteen instructors involved in teaching activities.

With the increase in enrollment, a new problem of absenteeism developed, principally among the new enrollees. There were increasing requests from evening students to transfer into the day program, so that they might receive training allowances. During the summer months of June and July, most staff members were scheduled to take vacations. This factor placed a heavy burden on the instructors who were not taking annual leave at this time. The fact that three pressing problems emerged simultaneously prompted many lengthy discussions among staff members on the feasibility of the continuation of the evening program.

Finally, in July, 1967, the problems of the evening program of the Learning Center were solved from without, rather than from within. It was learned that the continuation of the Learning Center for Personal Employability would be based on a reduced budget. Since a reduced budget necessitated a reduction in the number of staff members to be retained at the Learning Center, thoughts were directed to the importance of the evening program in comparison with the day program. It was decided that the day program, which served a greater number of students, should be continued in full operation. It was decided further that the evening program could be continued only in a limited form.

One additional factor which had plagued the operation of the evening program was the fact that full time instructors worked a forty-hour week. Therefore, any time spent teaching in the evening program by an instructor gave him the opportunity to take compensatory time off during daytime hours. Since the day program needed the fullest participation on the part of each instructor who could be kept with the program after the cutback in personnel, only a minimum number of hours could be spent by a few instructors in the teaching activities of the night program.

The regular evening program was discontinued on July 31, 1967. Students were informed that financial conditions for the coming year made it impossible for the Center to continue the regular evening sessions.

An outline was formulated for a specialized program of studies which began on August 15, 1967.

The program was to be eight weeks in duration rather than the continuing approach which had been prevalent in the old evening program. Since it was apparent that most students from the former evening program had been those pursuing employment ambitions in the clerical field, it was decided that the eight-week evening program would serve students seeking clerical work who exhibited some proficiency in basic studies and clerical skills. It was reasoned that since the program would last only eight weeks, those students who could benefit most should be selected for the course. Requirements for acceptance into the course included:

1. typing speed of 20 words per minute
2. successful completion of basic English test
3. ability to attend class on a regular basis
4. desire for employment or continued employment in a clerical occupation

Probably as a result of a news article announcing the proposed program, many more applicants responded than could be accepted. Students who had displayed consistent attendance and motivation while in the old program were given first opportunity to enroll in the new program.

The evening program staff decided that well-planned orientation and testing should be required before admission to classes. Sixty-nine applicants appeared at the testing session and completed the entry requirements. The testing devices used were:

1. the second section of the Metropolitan Achievement Test—General High School Battery
2. a one-hour typing session with two five-minute timed typing tests used to determine correct words per minute
3. individual and group counseling and orientation

Forty-five enrollees were chosen on the aforementioned criteria and classes began on August 15, 1967. The course offerings were four: stenoscript shorthand, typing, bookkeeping, and general business practices. Four instructors participated in the teaching.

The courses were specific in scope, and the time element of eight weeks remained very much in the foreground. It served to maintain a healthy pace for instructors as well as students.

Classes met each Tuesday and Thursday evening from 6:30 to 9:30 p.m. The choice of these nights and times was based on attendance statistics from the old evening program; these evenings and times reflected the best percentage of attendance in the former program.

The eight-week evening program, offered in a "package," proved beneficial to students and participating staff alike. Students appeared to have benefited greatly, in that several who were unemployed became employed at the termination of the program. One student expressed the opinion that the program enabled her to obtain a position which was far superior to anything she had anticipated. Of the forty-five students who began the course, twenty-one completed the course on October 5, 1967.

Despite the successes of the course, certain troublesome situations occurred. A lack of overall planning and direction was noted by several occurrences. Materials ordered for the courses were delayed in arrival. One course, therefore, relied heavily on materials other than those which had been planned by the instructor. It was found that assignments from one class infringed upon other class assignments. Instructors were unavoidably absent from class on two occasions. Students identified these conditions and attendance declined during the third and fourth weeks of the program.

Despite these circumstances, some favorable results were observed.[3] There was an average increase of 8.7 words per minute for typing students, as indicated in pre- post-typing tests. Students in the general business class were given a teacher-made pre- post-test. The average score on the pre-test was 62 percent, while the average post-test score was 92 percent. This reflected a 30 percent increase over the eight week period.

Perhaps the heart of the problems encountered by the eight-week evening program was the fact that the Learning Center staff was not totally involved in the program and was not 100 percent in favor of it. It was difficult for instructors who were teaching in the evening program to take their compensatory time off during daytime hours, because of the heavy involvement required of each staff member in the activities of the day program. Even though the instructor was "allowed to take compensatory time off," he still had his obligations in the day program to meet and cope with effectively.

Despite the difference of opinion among staff members as to the continuation or disbanding of the night program, a new eight-week program was formulated. What was to become of the final evening program experiment for the Learning Center began on October 24, 1967. This was an eight-week program, patterned after the previous experiment.

Four courses were offered: stenoscript shorthand, business English, typing, and general recordkeeping. Approximately 85 students were tested with a battery of tests designed by a local consulting firm. These tests were used to stimulate awareness of local screening devices used by employers in the community. Of the 85 tested, 46 students were chosen to begin classes on

---

[3] Progress Report No. 8, pp. 75-93.

October 24, 1967. Typing speed was gauged by two five-minute timed typing tests. On the basis of test scores, students were divided into fast and slow moving groups. Thirteen of the original forty-six students completed the course. Two part-time instructors were hired to complement the work of two regular instructors who taught in the program. Classes were held on Tuesday and Thursday evenings from 6:30 to 9:30 p.m.

The objective results of students' progress could not be measured since no post-test device was used. However, the subjective judgment of the instructors involved points to the personal successes achieved by students as a result of the course.

On December 19, 1967, the evening program ceased to exist.

It is the recommendation of this writer that to be successful, an evening program should be operated as a separate entity—apart from the day program. If the evening program had been a separate entity, the various problems which impeded its total success would have been avoided.

The evening program should have had its own staff, thereby eliminating the problems of time involvement faced by regular daytime instructors with additional evening duties. It would have eased an additional situation which often occurred; namely, that daytime staff meetings constantly witnessed decisions made by daytime staff which affected the evening program—in which the evening staff members had no part.

If the evening program had been a separate entity, it would have prevented students from entering the evening program for the sole purpose of getting preferential treatment while on the waiting list for admittance to the day program.

Finally, if the evening program could have been a separate entity it could have been more effectively administered, staffed, and coordinated.

There were certain special groups who participated in the learning experiences of the evening program. A report on each of these special groups is contained in the monograph, Special Services to the Community.[4]

---

[4] Appendix, p. 131

SPECIAL SERVICES TO THE COMMUNITY

SPECIAL SERVICES TO THE COMMUNITY

In accordance with the experimental and developmental design of the Learning Center, it was a natural occurrence that Learning Center staff should engage not only in the service of high school graduates, 17-35 years of age, who were underemployed or unemployed, but also in the service of special groups of people, the service of whom was not fully anticipated at the initiation of Learning Center operation.

One of the initial activities of the Learning Center, while still in the formative stages of assembling staff and establishing policies and procedures, was a meeting of Learning Center representatives with Inspector Charles Otero, Chief of Personnel and Training at the Tampa Police Department. This meeting concerned itself with the possiblity of using the Learning Center as a means of recruiting and training prospective police officers for the City of Tampa.

Although review of this proposal produced the evidence that this, in itself, was not a function of the Learning Center, and the suggested plan could not be put into operation, further talks with the Inspector were held in October and November of 1966.

These discussions were centered around the possibility of the Learning Center's being used to establish a training program for young men who had made application for police officer training, but who had not been acceptable for some reason deemed remedial or corrective by the Civil Service officials who administered the test.

Since the administration of such a program appeared to be compatible with the basic guidelines of the Learning Center's flexible structure, the plan was pursued.

Civil Service officials identified a small group of men who had failed the Civil Service examination required of all police officer applicants and found this group eager to take advantage of the instruction offered by the Learning Center.

A curriculum was prepared which was based on an academic approach to knowledge without reference to the content of the Civil Service examination. The course covered the areas of reading comprehension, mathematics, English, police philosophy, and police psychology.

The duration of the multi-subject course was eight weeks, and consisted of two-hour classes held twice weekly. There were nine enrollees in the course. The instructors were two members of the instructional staff of the Learning Center and two instructors from the Tampa Police Department.

While no attempt was made to "teach the test," five of the nine persons who took part in the course successfully passed the Civil Service examination after having completed the course. The course began in mid-November and ended in mid-January.

Since the results of the course were deemed most successful, another survey was made by Civil Service officials to locate more prospective students for a continuation of the course. Another group of the same number was assembled and a second session of the course was offered. The results of the second session were similar to those of the first. The second session began in mid-January and ended in mid-March.

The Learning Center was able to add to its experience by the administration of such a program. Not only did it contribute to the success of the enrollees who were then able to successfully complete the Civil Service examination, but the Learning Center also broadened the scope of its own activities during its early months. The Learning Center was able to expand the sample of its student population; it was dealing with an older age group; and it broadened its knowledge in the field of occupational exploration.

In March of 1967, at the request of the City of Tampa, the Learning Center formulated plans for a 13-week Supervisory Course encompassing 72 hours of classroom training for members of the Tampa Police Department, the Library, and the Recreation Department. The program was open to all who held supervisory positions with any of these departments. Three members of the Learning Center staff were responsible for the teaching of the course, which was designed to cover the principles of supervision. It was the obligation of each instructor not only to teach the material, but also to relate the principles of supervision to individual student occupational needs.

Approximately forty people began the course, and twenty three of them completed the course. Students were male and female; Negro and Caucasian. Classes were four hours per week, with both daytime and evening sections. The course was judged to be a success by both students and staff.

The only female instructor witnessed several obvious attitudinal changes in some of the male students who, at first, had a negative reaction to the female instructor.[1]

The Learning Center again broadened the scope of its student population by dealing with an older age group, and expanded its knowledge of occupational exploration in the realm of supervisory positions in three public service departments of the City of Tampa.

Another of the special services offered by the Learning Center occurred when a group of teachers from the Hillsborough County School System approached the Center. These teachers were teaching on provisional or temporary certificates because of their inability to pass the National Teachers Examination (NTE). Some of the teachers were unemployed and the remainder were threatened with unemployment because of their inability to achieve a passing score on the examination.

This group asked that the Center formulate a program to serve their needs;[2] namely, to prepare them for a retest on the NTE. A professor from the University of South Florida volunteered his time to teach Psychological Foundations of Education to the group. Learning Center staff was available to give instruction in reading comprehension. These were the areas in which the teachers seemed to have the greatest deficiencies.

The ten teachers underwent a three-month program of instruction of two-hour classes, twice weekly. The results of this course led to the discussion of the problem by Learning Center staff with the College of Education of the University of South Florida. The outcome of the discussions and negotiations was the formulation of a proposal for a Summer Workshop for the summer of 1967 for teachers of the Hillsborough County School System who were to work with culturally disadvantaged students in the following school year.

---

[1] Interim Final Report, pp. 321, 322

[2] Progress Report No. 2, pp. 2-3

The Workshop was held, and five out of the six groups of teachers within the Workshop returned to the Learning Center during the summer to do research on methods of teaching the culturally disadvantaged child through the operation and findings of the Learning Center. These groups were accommodated by the Learning Center and offered tours, lectures, materials, discussions, and question-and-answer periods with the Learning Center staff. Many of the groups' findings from the Learning Center were incorporated into the teaching procedures for the school year beginning September, 1967.

On August 29, 1967, another request came to the Learning Center from Inspector Charles Otero, Chief of Personnel and Testing of the Tampa Police Department. The request was that the Learning Center create a course in basic English grammar to be administered to Recruit Class No. 16, which was about to begin its ten-week training program at the Tampa Police Academy.[3]

The circumstances which led to the request for such a course were quite specific. The Tampa Police Department, in accordance with similar movements of police departments throughout the country, was undergoing a process of upgrading its image. A greater degree of professionalism was desired in the level of performance expected of officers. This upgrading encompassed everyone from the "rookie" category to supervisory personnel. Several men, who in all other categories had been referred to as "good officers," were either released from the department or put on probation because of the inferior quality of their report writing.

A good basic understanding of English is essential to the nature of police work, since officers are called upon to submit clear and accurate written reports, and also to testify in court.

Since it was thought by police officials that "too many toes would be stepped on" and too many people insulted at the mere mention of the suggestion that they take a refresher course in English, it was decided that a brief, eight-hour course in English would be taught to Recruit Class No. 16 as part of their Academy training, It was thought that if the course was well-received by the recruits, the later creation of a smiliar course for regular officers would not be such an unthinkable suggestion.

As a measure to determine what the contents of the course should entail, a teacher-made diagnostic test was administered to the thirty-three members of the class. This was done to find the general areas of greatest weakness for the class as a whole. Since only eight hours could be spared from the rigid recruit class schedule, the diagnostic test was used to its best advantage in preparing the course outline.

The course outline was as follows:

Session One (Two hours)	Sentence Parts and Patterns Parts of Speech
Session Two (Two hours)	Agreement: Subject - Verb; Pronoun - Antecedent Pronoun Use
Session Three (Two hours)	Verb Use Capitalization Punctuation

---

[3] Progress Report No. 7, pp. 64-68

(Due to prevailing circumstances and time restrictions which emanated from Academy schedule limitations, it was necessary to administer the post-test after the third session, rather than at the end of the fourth class session. The post-test, therefore, included only those areas in which instruction had been given to the group.)

Session Four	Modifier Use
(Two hours)	Homonyms and Other Sound-Alike words
	(Spelling was omitted due to time limitation)

Thirty of the thirty-three students took both the diagnostic test and the post-test. The post-test covered six areas of instruction which had been given to the class up to that point (end of the third class session) and these six areas corresponded with six areas included in the diagnostic test.

The results of the tests showed that 37 percent of the class improved in all six areas; 27 percent improved in five out of six areas; 27 percent improved in four out of six areas; and 7 percent improved in two or three out of six areas. In other words, each class member showed improvement in his post-test score as compared with his pre-test score. Many of the men made unbelievable progress.

Both the diagnostic test and the post-test were teacher-made. Therefore, no standard correlation between the test forms could be statistically proven. However, the instructor rigidly endeavored to create a post-test which represented identical skills and abilities given in the diagnostic test. The opinions of several other Learning Center staff members substantiate that the degrees of difficulty in the six areas compared on both forms of the test were most similar. While this remains somewhat of a subjective judgment, it is not without merit.

There were two differences in the tests which deserve mention:

1. The diagnostic test was greater in length and may have been more exhausting than the post-test.
2. The post-test was written using police terminology which, because it was employment oriented, may have made it more real or interesting to the officers.

The thirty-three officers in the class were all members of Recruit Class No. 16, who were undergoing a ten-week training program at the Tampa Police Academy. The officers received the English course as a part of their regular Academy training program. All instruction was given by the instructor in the training facilities of the Tampa Police Department. Learning Center materials and tests were supplied.

The ages of the officers ranged from 21 to 30 years. All were male—two Negroes and 31 Caucasians. Attendance was excellent and the class seemed genuinely impressed by the importance of the subject matter. Most members of the class expressed concern that the duration of the course was so brief. Recruits seemed eager to put what they learned into practice immediately during the rest of their Academy training.

Since the course was given as a part of Academy training, it had a definite vocational association and value for the recruits. Perhaps this factor was responsible in part for the tremendous amount of improvement evident in the test scores.

The following tables illustrate the progress made by the class.

TABLE I

Frequency Table Showing Number of Students Who Demonstrated Significant Progress in the Six Sub-Parts of English Curriculum

(N = 30)

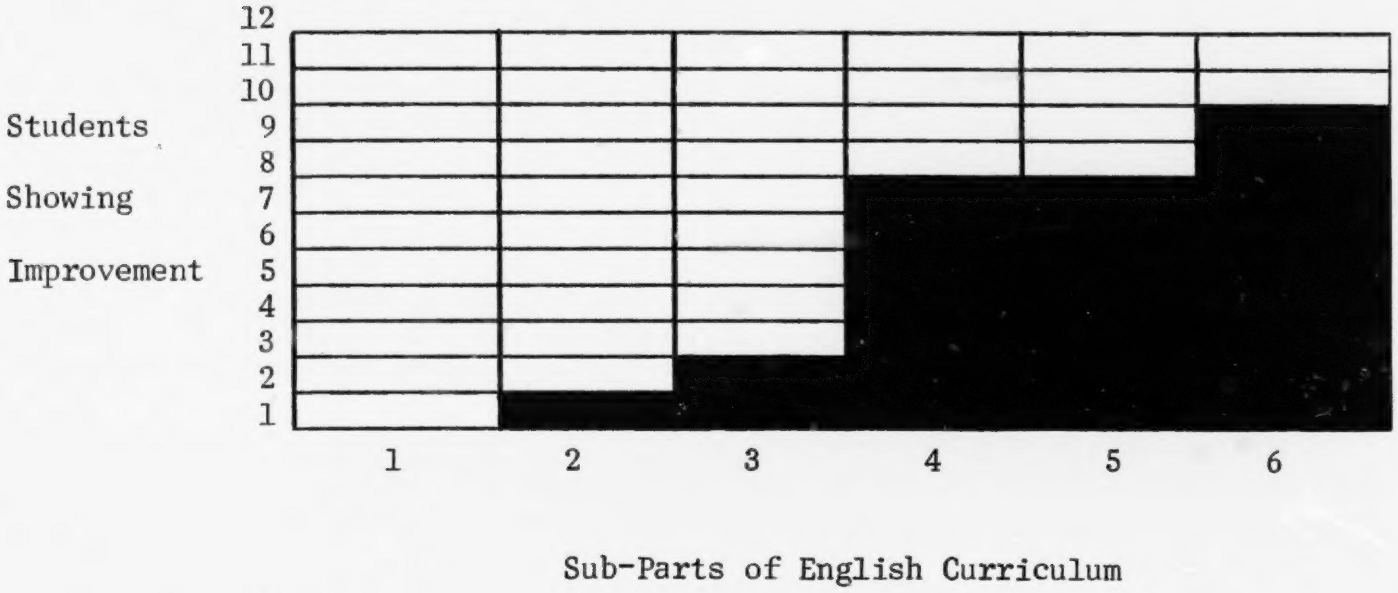


TABLE II
PRE-POST TEST SCORES OF STUDENTS IN ENGLISH CURRICULUM

	Parts of Speech		Sentence Parts		Agreement		Pronoun Use		Verb Use		Capitalization and Punctuation	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Officer A	31	80	0	70	60	70	75	60	70	81	38	60
Officer B	46	70	60	70	70	50	40	60	90	100	57	68
Officer C	31	80	10	93	50	80	65	100	70	100	50	88
Officer D	62	20	70	15	40	30	65	60	45	48	13	16
Officer E	46	30	20	70	90	90	85	80	95	100	63	92
Officer F	15	60	50	85	50	70	55	60	90	94	25	72
Officer G	69	100	90	93	50	90	50	60	90	100	65	80
Officer H	69	60	75	85	60	90	60	80	90	87	50	76
Officer I	23	30	10	63	50	70	60	80	75	94	60	84
Officer J	46	70	50	85	70	80	70	60	95	87	95	92
Officer K	15	70	30	63	60	40	65	60	85	87	40	84
Officer L	39	50	70	78	50	80	65	60	80	81	30	76
Officer M	69	90	70	93	70	100	65	100	90	94	33	88
Officer N	15	10	10	93	70	50	60	100	75	87	33	84
Officer O	77	100	40	93	60	100	60	60	100	100	85	94
Officer P	23	60	0	85	30	80	50	80	50	68	30	60
Officer Q	23	60	30	93	50	20	65	80	100	87	50	60
Officer R	54	80	20	85	40	90	60	80	85	81	40	96
Officer S	39	70	10	88	80	80	55	40	90	100	65	96
Officer T	54	20	20	48	50	70	70	60	70	87	30	72
Officer U	77	90	50	93	70	80	50	100	95	94	65	96
Officer V	92	100	95	100	90	100	65	100	95	100	92	84
Officer W	77	90	20	93	70	80	65	80	85	100	40	100
Officer X	31	20	10	48	50	30	70	80	65	74	40	76
Officer Y	31	40	30	63	70	80	65	80	90	94	55	84
Officer Z	77	90	90	100	60	80	60	100	100	81	65	92
Officer AA	85	100	40	85	50	80	45	60	80	87	63	96
Officer BB	23	0	20	70	30	60	55	60	70	87	43	80
Officer CC	69	50	0	70	70	80	50	60	80	81	28	72
Officer DD	65	80	90	100	60	100	70	60	100	100	86	100

Since the course was so well received by the Recruit class, many favorable comments were expressed to supervisors. Requests for other courses in the areas of reading and English were made. The comments of the recruits succeeded in arousing the awareness of regular officers and supervisory personnel of the merits of a review course in English and grammar usage.

Further negotiations with Police Department officials led to the creation of two courses to be offered to regular officers on a voluntary basis. The two courses requested by the officers were in the areas of English[4] and reading.[5]

Unfortunately, negotiations between the Learning Center and the Police Department were lacking in efficiency and the two instructors who were to teach the courses were given little prior notification of the additional duty.

Instructors hastily sought a prepared test for diagnostic purposes. The only testing instrument available in sufficient quantity on such short notice was the junior high battery of the Metropolitan Achievement Test. The instrument proved to be inadequate since the scores of thirty of the thirty-four testees exceeded the tenth grade level equivalent ceiling of the test.

In order to accommodate the officers' fluctuating police duty schedules, the instructors scheduled both morning and evening sections of their courses. Instruction in the morning and evening sections was carefully coordinated so that officers could attend either section without loss of continuity.

The reading class met Tuesdays from 10 a.m. to 12 noon and from 7 to 9 p.m. The English classes were held on Thursdays from 10 a.m. to 12 noon and from 7 to 9 p.m. Enrollment was 25 in the reading class, and 34 in the English class.

Reading classes treated reading rate and comprehension to a degree, but the greatest part of class instruction was devoted to vocabulary development and word usage. One fourth of each class session was spent with the SRA Reading Lab IV-A, in which each student worked at his own pace at a level commensurate with his abilities.

The students' primary concerns were to see an increase in their reading rates and comprehension levels. Students were brought to recognize that concentration on word analysis skills and on vocabulary development would enhance their abilities in rate and comprehension.

The reading instructor attempted to relate vocabulary work and oral instruction to police work situations for greater student interest and occupational significance.

Two vocabulary quizzes and two reading tests for rate and comprehension were administered throughout the course and the tests of most of the men indicated that they had made definite and rapid growth in the skills they sought to develop and refine.

The vocabulary work, on which the most instructional time was spent, elicited so much enthusiastic response, discussion, and participation from the students that additional skills essential to good reading were developed. Through better understanding of words and their uses students increased skill in observing and using context clues, recognizing stated or implied ideas, drawing inferences, and refining word meaning.

---

[4] Progress Report No. 8, pp. 69-74

[5] Ibid. pp. 54-68

Since the results of the pre-test (MAT) yielded no indications of student deficiencies by area, the English instructor chose the first class session to administer a teacher-made diagnostic device. After viewing each paper, the instructor had some specific knowledge of the areas in which the students needed the most concentrated instruction.

The diagnostic device revealed that the area of greatest need for the class as a whole was spelling. The instructor carefully scrutinized the diagnostic test papers and found twelve different spellings of the word "petitioner" and ten versions of "habeas corpus." Three other areas of weakness manifested on the test were in sentence structure, listening skills, and vocabulary.

The instruction given in English classes was employment-oriented for the officers to the greatest extent possible. Spelling and vocabulary work was the focal point of most class instruction and selected spelling and vocabulary lists were prepared from materials which the instructor secured from the police department.

The other principal areas of instruction (sentence structure, listening skills) were also taught from police materials. Students were given hypothetical police reports, sample cases, and case summaries through which a variety of skills were taught. Students were asked to write police reports or summaries based on the sample studies and the students took delight in offering constuctive criticism to each other whenever an error was detected in word usage, construction, spelling, pronoun agreement, or verb-subject agreement.

Exercises in listening skills and analogies developed a keen sense of competition among the men.

Three spelling quizzes were given periodically throughout the course, and not one student failed to better his score from week to week. Students' test papers were returned to them immediately so that they could study the words they had not yet mastered. Students did word association and word categorizing in class and at home by reviewing the spelling-vocabulary lists, setting the words in a police context, and adding new words which the list called to mind.

Spelling rules and certain points of grammar were taught through an English grammar text, but the application of all instruction was done in a police context. Students commented regularly throughout the course that they could see an improvement in the quality of their own work on the job as well as in class.

Attendance in both the English class and the reading class was remarkably good, particularly in view of the extra duty and court appearances which drained heavily on the officers' free time It was obvious to both instructors that the men had spent substantial time at home studying, reviewing and preparing assignments.

The two seven-week courses came to an abrupt halt on December 21,1967, despite requests from the officers that the courses be continued and additional courses be developed for them in speech and functional writing.

The circumstance responsible for the decision to discontinue this special service was quite specific. The Learning Center's contract for operation was due to expire on June 30, 1968, and staff were told that refunding was not anticipated. The termination of the Center's existence in June imposed massive tasks of evaluating the total Learning Center program. These writing tasks were assigned to instructors in addition to their regular duties. It was decided that instructors could not take on the additional responsibility of teaching any special service courses in view of their expected work load. Instructors were to concentrate solely on instruction of the regular student body and on their writing tasks.

Learning Center materials and facilities were offered to the police department for further courses on the condition that the Police Department pay the instructors for their additional teaching time.

The Police Department was forced to reject the proposal for budgetary reasons, since there were no funds appropriated in their budget for teaching salaries.

Thus the fate of the special services of the Learning Center was decided from without rather than from within. The service to the community provided by these special courses was of undeniable merit. The fact that this element of Learning Center activities had to be abruptly curtailed was, at the very least, a tragedy.

MATHEMATICS

THE UNEMPLOYED HIGH SCHOOL GRADUATE AND HIS UNDERSTANDING OF NUMERICAL CONCEPTS

A monograph on mathematical or numerical concepts essential for obtaining minimal employment, and recommendations for high schools and adult education programs.

THE UNEMPLOYED HIGH SCHOOL GRADUATE AND HIS UNDERSTANDING OF NUMERICAL CONCEPTS

The philosophy and organization of the mathematics instructional program as outlined on the following pages evolved as the enrollment and needs of students were determined. Consideration was given to the varying ages, academic preparation, abilities, motivations, and socio-economic backgrounds of the students. The organizational format was never in absolute final form: data arising from periodic testing of students necessitated a flexible format.

Mathematics, like any other subject, was important to the extent to which it supported and contributed to personal employability. Consequently, the philosophy which guided the mathematics instruction at the Learning Center was twofold:

1. To relate to each individual the significance and the value of the understanding of certain mathematical concepts considered indispensable for achieving personal employability.

2. To show and illustrate that the mastery of those essential mathematical concepts enhances the value of the skills which the individual is trying to market to prospective employers. Essential mathematics concepts were defined as:

    a. efficient and accurate performance of the basic whole number operations

    b. proficient understanding and use of fractions

    c. comprehension of the meaning of ratio and proportion

    d. proficient use of measurement, decimals and percentage

    e. proficient reading, interpretation and construction of line, bar and circle graph

An integral part of the philosophy and teaching was the belief that mathematics cannot depend solely on rote learning. Memorization of rules can create irritation and dislike of mathematics because of the need for constant repetition; this dislike promotes forgetting; relearning requires further repetition. Practice and review will always be required in arithmetic, but if **understanding** is established, dependence on repetition is unnecessay.

Thus, the core of the teaching process was an attempt to develop within the student an attitude for learning mathematics, an understanding of mathematical ideas, and realization of the utilitarian value of the subject for obtaining and keeping a job.

Upon selecting mathematics as a part of his total program at the Learning Center, each student was tested to ascertain his level of achievement in the subject. The instrument used was a teacher-made modification of the Wide-Range Achievement Test (See Attachment I). Results were evaluated by the instructor during a personal conference with the student; they were a factor in determining the point at which a student would commence his mathematical development. Another important factor was the student's view of his strengths and deficiencies.

This initial personal conference was most important for both student and teacher. The teacher attempted to convey to the student a spirit of cordiality and professionalism. The student-teacher relationship was initiated on the basis of personal acquaintance, genuine concern, and mutual respect. The student always provided the teacher with bits of information that assisted the instructor in understanding why the student had not responded adequately to mathematical instruction in previous course work.

The needs of students were very diversified and covered the entire spectrum of elementary and high school mathematics. Therefore, there was a definite need to individualize the process of learning so that each student began his studies with material appropriate to his level of performance. The test (Wide-Range Achievement Test) given to each student provided a profile on which to select proper materials. Sometimes it was necessary to amplify the testing (Diagnostic Tests and Self-helps in Arithmetic from California Testing Bureau) to ascertain definite areas of weakness.

During the Learning Center experiment with unemployed and underemployed high school graduates, two distinct formats were utilized in mathematics instruction: (1) personalized tutorial assistance with programmed texts and tapes; (2) small group instruction with intensive practice exercises.

The personalized approach to remedial instruction in basic mathematics permitted each student to work through the mathematics curriculum at his own rate. The materials enabled the students to develop an understanding of the concepts. (See Attachment IV.) To acquire speed and accuracy with certain skills, students supplemented their work with teacher-made materials, exercises, and tests to measure performance in specific skills. By using the programmed format, the students avoided rehashing material they already knew and understood, and could concentrate on those concepts which were giving them difficulty.

When a student's work indicated command of a certain skill, the instructor administered a test on that skill as a check for both student and teacher. Students were encouraged to initiate the need for tests. Hence, tests were not artificially determined by the instructor but were designed and used to see whether the student had shown progress in grasping the material being studied.

The tailor-made nature of both learning and testing provided each student with the opportunity to learn mathematics at his own rate, and avoided the pitfall of getting "lost" in the subject. Using a programmed format, each student in the classroom (or clinic) worked at a different level and unit; no student was hampered by the restrictions of a graded curriculum.

In addition to the profile testing which occurred as a part of the initial enrollment process of each student, each enrollee took a standardized achievement test (Los Angeles Diagnostic Tests). Periodic tests were also administered to enable student and teacher to see the amount of growth that had occurred during the time the student had been in class. They served also as a positive reinforcing procedure for the student. The instructor's prime concern was to convince the students that they could learn; many had predetermined notions about their limitations to master arithmetic skills and processes. When their progress was quantified in such a manner that they could see their improvement, they were more eager to invest time and effort in learning.

Enrollees stayed in the mathematics class or clinic for shorter or longer periods, depending on preparation of the student and on his vocational aspiration. Some attended class two hours per week while others attended daily. Some were working on addition of whole numbers while others were working on sets, inequalities, and functions. Some planned to enter immediately into the employment market while others were preparing for more technical and extensive training in higher education and industry. The extent of the preparation never had a ceiling in terms of how much a student could learn. The limitations were imposed either by the student's feeling that he had sufficient math background for gainful employment, or by reassessment of the total curriculum diet of the student with his vocational and personal counselors.

This personalized approach to remedial instruction in arithmetic required that a complete and thorough record be kept on each student. The record included all the activities in which the student participated, such as names of programmed texts, practice exercises completed, programmed tapes used, tests taken, attendance, self-evaluation report, and regular and periodic teacher assessments of the student.

There are some logistical problems connected with a program such as described above. The maximum number of students which can be handled effectively and efficiently under such an arrangement is about seventy-five per mathematics instructor.

This limitation results from the fact that unless the instructor can spend class time daily with the students on an individual basis, the students become bored and tend to waste time. At the Learning Center, best results were obtained when students attended class daily for approximately fifty minutes, with no more than fifteen students per group. Failure to adhere to these limits yielded diminishing returns. The teacher must be available at all times to answer student questions and provide encouragement; therefore, another necessity is a capable clerk to assist with the paper work and recordkeeping.

The second format which was utilized during the Learning Center experiment was what can best be described as a highly structured, pressurized system. Students were grouped according to vocational interests and aspirations: community service, clerical, nursing, and retail sales. An attempt was made also to group according to their mathematics performance within each vocational grouping.

An arbitrary eight-week cycle was established to accomplish the goal which, simply stated, was to improve the arithmetic ability of the enrollees in terms of accuracy and speed. The experimental and demonstrative nature of the eight-week cycle was that no textbook was provided for student use. Students were given a daily diet of duplicated exercises covering those topics defined as essential mathematics for achieving personal employability (as defined on Page 1).

A notable student characteristic in taking tests in general, and mathematics tests in particular, was inability to complete the test in a given time period. The students were too careful and wasted time checking and rechecking their work. To overcome this handicap, the instructor included a daily set of timed exercises. The next day a similar set was given with the time period reduced. This was referred to as a "pressurized" technique. (See Attachment II for a sample exercise.) The outcome of this process was that the students became more aware of time as an element to be dealt with in effective test-taking, and altered their habit of checking and rechecking answers.

The content of the duplicated exercises followed that given in almost any standardized arithmetic book. Careful attention was given to selected verbal exercises that pertained to the vocational opportunities that counselors were presenting to the students. At periodic intervals during the eight-week cycle, timed tests were given covering whole number operations, fractions, decimals, percent, and measurement. (See Attachment III)

Another eight-week cycle was devoted to using a standard mathematics text for adult students. (See Attachment IV) In comparing the two cycles, one with a text and the other without a text, we concluded that the underemployed or unemployed high school graduate could show significant gains in numerical concepts with both. (See chapter on Testing and Evaluation) However, in the judgment of the instructors, the students responded better to the daily diet of duplicated materials. A well-known mathematics educator once stated that the best thing that could be done to improve the instruction of general mathematics in our high schools would be to tear the pages out of the texts and give them to the student. In essence this is what we did and the response was favorable.

Since time was at a premium, the assigned exercises were carefully planned and prepared throughout the instructional program. Because the goal of understanding permeated the pedagogy on the part of the teacher, it becomes necessary to state that a teacher of underachieving or reluctant learners must possess two particular qualities—he must have complete command of the subject, and he must understand the structure of arithmetic as a sub-system of the real number system.

While the teacher of the slow learner must be intimately familiar with the properties or axioms related to arithmetic numbers, he should not stress formal language or memorization of the properties. However, he should consistently use the properties to **explain** the skills and concepts being taught.

The poor mathematics preparation of so many of the unemployed high school graduates should be of great concern to high school curriculum specialists in mathematics. This problem does not merely need a committee appointed, but demands that some action be taken so that "Learning Centers" shall disappear from these United States.

The writer makes one outstanding recommendation to high schools and adult education programs.

Replace the year-long general mathematics course in the curriculum with a test of achievement required for **all** students.

a. The test of achievement should be designed by teachers and personnel directors of representative business concerns so that it will reflect essential mathematics know-how to prospective employees.

b. A certificate of minimum achievement should be awarded on successful completion of the test.

c. The test and credit for graduation would be under the supervision of the school district mathematics supervisor.

d. Students would be permitted to attempt the test a maximum of five times during their high school career.

e. With the assistance of a task force of teachers from other schools, a special summer program would be offered for the benefit of any high school where students had much difficulty in passing the achievement test.

Under this plan the general public, students, parents, and employers would be assured that high school graduates can perform the arithmetic tasks necessary to obtain and hold a job. The test will probably not contain concepts taught beyond the sixth grade.

No longer will simply serving time in classrooms, being a nice kid, and praying for the good graces of a "D" suffice for earning credit in general mathematics. Instruction in general mathematics would dwindle as students successfully complete their achievement tests; only small groups would remain for teachers to work with toward the end of the year.

Teachers would be inspired to compete with each other to produce a greater proportion of students succeeding early in the course. The students would be motivated to finish the course early and complete the test successfully.

While some may say this recommendation cannot work because of administrative details, the writer declares that our nation can no longer tolerate producing high school graduates at so low a functional level that the result is unemployability.

In conclusion, any course of study in basic mathematics, regardless of the pedagogical methods used, should be directed toward the specific goal of providing a background of sufficient depth of understanding and skill to enable the student to gain and maintain at least minimal employment. The level and interest of his further study will be dictated by his needs, aspirations, and capability. However, mathematics should not be presented as something final and complete, but as a fascinating field that contains opportunity for growth and self-improvement.

ATTACHMENT I

University of South Florida Learning Center for Personal Employability

PLEASE PRINT

Name______________________________ Date_______________
(last) (first) (middle)

Present Address______________________________ Phone_______________
(street) (city)

High School Attended______________________________
(Name) (County)

Math Course taken in 9th Grade______________________________

Math Course taken in 10th Grade______________________________

Math Course taken in 11th Grade______________________________

Math Course taken in 12th Grade______________________________

Other______________________________

Directions: This is not a test. Rather it is an instrument designed only for determining those areas of mathematics in which you are strong as well as those areas in which you may need additional practice in order to achieve your goals. An instructor will evaluate this instrument during a personal conference and assist you in planning your course of study in mathematics at the Learning Center.

You have a one hour time limit. Work as rapidly and as accurately as you can. Show all work in the space provided for each problem.

Student Name______________________________ Date_______________
(last) (first) (middle)

Test Administrator______________________________

Do Not Write Below This Line

Remarks:

______________________________ Date_______________
Math Instructor

Name____Date____________________

FIND THE SUM (ADD)

1627	20909	1895	678
2603	30560	2406	44528
1409	1436	1927	71887
2752	26198	1763	245

FIND THE DIFFERENCE (SUBTRACT)

745	26204	708938
368	8539	677529

FIND THE PRODUCT (MULTIPLY)

834	6367	420.3	7.952
7	89	29	86.2

FIND THE QUOTIENT (DIVIDE)

3 / 9.105	31 / 6263	5.2 / 572	536 / 4762

ADD (EXPRESS ALL ANSWERS IN SIMPLEST FORM)

1/2		3 2/5	6 1/5	8
1/4	7 2/5	2 1/4	4	12 3/8
1/8	2 4/5	1 5/5	9 4/5	16 5/16

SUBTRACT (EXPRESS ALL ANSWERS IN SIMPLEST FORM)

7/8	4 2/3	8	7 1/6	19 1/5
3/8	2 2/3	1 3/5	3/4	14 2/3

MULTIPLY (EXPRESS ALL ANSWERS IN SIMPLEST FORM)

3/4 x 4/5 =	2/3 x 9 =	5/8 x 6/7 =	25 1/2
			16 3/4
4 3/8 x 2/3 =			

WHICH IS LARGER?

.68 or .675

DIVIDE

$1/2 \div 3/4 =$

$2\ 7/16 \div 1\ 5/8 =$

EXPRESS AS A PERCENT

3/4 =

.45 =

7/100 =

WRITE AS A COMMON FRACTION

3% =

66 2/3% =

125% =

CHANGE 5 3/4 TO AN IMPROPER FRACTION________________

WRITE AS A DECIMAL FRACTION

4 1/2 =

3/5 =

9/100 =

FIND

12% of 20 =

65% of 50 =

2/3% of 85 =

WHAT PERCENT OF 60 IS

15%________________

6 is 20% of what number?__________

30 is what % of 200________________

SIMPLIFY

$(-5 \times 9) =$

$(3)^3 =$

$(4^2)^3 =$

$\sqrt{25} =$

SOLVE FOR X

$7/28 = x/12$

$X =$

SOLVE FOR Y

$Y - 4 + 6 - 7Y = 34$

$Y =$

SIMPLIFY

$3 \times Y = 7 \times Y =$

$-28Y + (-3Y) =$

$\sqrt{1764} =$

FACTOR

$X^2 - 7X + 12 =$

DIVIDE

$A^7 \div A^2 =$

SOLVE THE FOLLOWING SYSTEM OF EQUATIONS

$X + Y = 8$
$3X + Y = 4$

SOLVE

$2X^2 - 15X + 28 = 0$ ________________

$2X - 7 > 12$ ________________

SIMPLIFY

$$\frac{a-b}{a^2+b^2} \quad \frac{a^4-6^4}{(a-b)^2} =$$

ATTACHMENT II

Supply the Missing Number

A. (60 seconds)

5 x ______ = 45

4 x ______ = 20

9 x ______ = 63

7 x ______ = 35

______ x 4 = 32

______ x 7 = 49

9 x ______ = 72

______ x 8 = 32

______ x 8 = 64

7 x ______ = 49

B. (45 seconds)

______ x 5 = 35

______ x 50 = 200

______ x 7 = 35

6 x ______ = 54

3 x ______ = 18

______ x 10 = 100

______ x 20 = 80

7 x ______ = 63

2 x ______ = 18

______ x 6 = 30

C. (45 seconds)

45 ÷ ______ = 9

72 ÷ ______ = 8

______ ÷ 4 = 9

32 ÷ ______ = 4

______ ÷ 5 = 7

27 ÷ ______ = 3

81 ÷ ______ = 9

______ ÷ 5 = 10

56 ÷ ______ = 8

______ ÷ 2 = 50

D. (30 seconds)

______ x 5 = 35

4 x ______ = 48

______ + 8 = 20

6 + ______ = 15

32 + ______ = 52

20 + ______ = 45

______ ÷ 2 = 20

10 x ______ = 40

50 ÷ ______ = 10

______ + 16 = 30

E. (20 seconds)

4 x ______ = 16

______ x 3 = 12

______ + 17 = 30

81 ÷ ______ = 9

______ + 32 = 52

63 ÷ ______ = 9

18 + ______ = 40

______ + 16 = 34

8 x ______ = 56

______ ÷ 9 = 5

F. (15 seconds)

32 ÷ ______ = 8

6 x ______ = 48

14 + ______ = 40

______ x 20 = 100

56 ÷ ______ = 7

______ ÷ 6 = 7

18 + ______ = 26

______ + 15 = 30

______ ÷ 4 = 25

36 ÷ ______ = 9

ATTACHMENT III

Achievement Test II

Name____ Date____________________

Directions: Write your answer in the space at the right.

ADDITION

1. 7
6
8
5
3

2. 28
49
63
77

3. 246
629
324
482
138

4. 23.79
.56
24.38
8.77

5. 3/8
1/3

6. 7.5 + 2.16 + .7 =

7. 3/5 + 1/10 + 2 =

8. 45 3/4
18 1/2

9. 12 1/6
7 2/3

10. 4 yd. 2 ft.
5 yd. 2 ft.

SUBTRACTION

11. 409
36

12. 6003
278

13. 722.8
528.2

14. $3.22 — $.76 =

15. $6 — 47¢ =

16. 72 1/4 — 18.5 =

17. 7/8 — 1/4 =

18. 62 7/10
50 3/5

19. 84 1/3
28 1/2

20. 8 hr. 45 min.
2 hr. 55 min.

MULTIPLICATION

21. 72
45

22. 306
408

23. 240
90

24. 9.7
.06

25. 1/3 x 1/3 =

26. 1 1/2 x 16 =

27. 1/5 x 18 1/3 =

28. 3/4 x 76 =

29. 36 1/4
84 2/3

30. 5 qt. 1 pt.
4

DIVISION

31. 8 / 192

32. .16 / 28.8

33. 7.65 ÷ 10 =

34. 4.5 / 117

35. .38 / 592.8

36. 38 / 5.928

1.________
2.________
3.________
4.________
5.________
6.________
7.________
8.________
9.________
10.________
11.________
12.________
13.________
14.________
15.________
16.________
17.________
18.________
19.________
20.________
21.________
22.________
23.________
24.________
25.________
26.________
27.________
28.________
29.________

37. 4/5 ÷ 3/10 =   38. 8 ÷ 1/4 =

39. 26 1/4 ÷ 4 1/6 =   40. 3/4 gal. ÷ 1 qt. =

PERCENT

Write as common fractions: Solve:

41. 24%   42. 37 1/2%   47. 30% of 84 =

Write as decimal fractions: 48. 6% of ? = 18

43. 27%   44. 3 1/3%   49. ?% of 60 = 24

Write as percents:

45. 2/3   46. .5

Arrange in order of size — smallest first:

50. 12 1/2%, .013, 1.2, 12/100

30.________
31.________
32.________
33.________
34.________
35.________
36.________
37.________
38.________
39.________
40.________
41.________
42.________
43.________
44.________
45.________
46.________
47.________
48.________
49.________
50.________

ATTACHMENT IV

Mathematics Materials Used

I. *TEMAC Programmed Learning Materials*— Encyclopedia Britannica Press

- A. Basic Mathematics — Books 1, 2, 3, 4 and 5
- B. Ratio and Proportions
- C. Modern Algebra — First Course
- D. Sets, Inequalities and Functions
- E. The Language of Algebra: Fields and Ordered Fields

II. *Programmed Materials from Behavioral Research Laboratories* — Addison Wesley

- A. ASMD Addition
- B. ASMD Subtraction
- C. ASMD Multiplication
- D. ASMD Division

III. *HONOR Learning Systems* — Programmed Tapes

- A. 501 Elementary Arithmetic — Addition I
  504 Elementary Arithmetic — Subtraction I
- B. 503 Solving Arithmetic Word Problems
- C. 505 Fractions I
  506 Fractions II
- D. 511 Multiplication and Division I
  512 Multiplication and Division II
- E. 514 The Story of Measurements
- F. 507 Algebra Word Problems I
  508 Algebra Word Problems II
- G. 509 Review Math I
  510 Review Math II
- H. 515 Introduction to Modern Mathematics

IV. Trouble-Shooting Mathematics Skills — Bernstein and Wells; Holt, Rinehard and Winston

V. Modern Mathematics for Achievement — Marian C. Herrick; Houghton Mifflin

VI. Essentials of Mathematics — Russell V. Person; John Wiley and Sons, Inc.

VII. SRA Computational Skills Development Kit

VIII. Universal Workbook in Arithmetic—Charles E. Merrill; Commercial Ditto Masters

IX. Hayes Mastery Arithmetic Drills and Tests, GR. 4, 5, 6 and Jr. High School, Hayes School Publishing Co., Wilkinson, Maryland

X. Fundamentals of Mathematics—Grossnickle; Adult Education Series, Holt, Rinehart and Winston

XI. Testing

   A. Diagnostic Tests and Self-helps in Arithmetic—Books 1, 2, 3, 4 and 5

   B. Educational Testing Services—Cooperative Mathematics Achievement Tests in Arithmetic—Forms A, B, C Arithmetic; Forms A, B Algebra

   C. Los Angeles Diagnostic Tests in Fundamentals of Arithmetic

THE UNEMPLOYED HIGH SCHOOL GRADUATE AND HIS NEEDS IN MATHEMATICS INSTRUCTION

An Alternate Appraisal

THE UNEMPLOYED HIGH SCHOOL GRADUATE AND HIS NEEDS IN MATHEMATICS INSTRUCTION

An Alternate Appraisal

In the view of the writers, the curriculum and teaching methods employed in a learning center aimed toward employability of the students should be determined by what kind of mathematics learning will, in fact, increase their employability, and how can they acquire it most efficiently.

Students at different readiness levels, and with different aspirations and potentials, will therefore require differing content and techniques. The students may be considered to fall into three general groups according to (a) their present level, (b) their potential, (c) the mathematical requirements of their potential employment, and (d) the mathematics requirements of the screening tests they must take to obtain their employment. The three groups are as follows:

1. Those who are achieving on the 4th-6th grade level, most of whom are slow learners, and whose potential for either using mathematics in their work or for passing a screening test is very low

2. Those who are achieving on the 6th-8th grade level, most of whom are average-rate learners, who have potential competence for numerical work and potential ability to pass the screening devices

3. Those achieving on the 9th-12th grade level, most of whom have the potential for advanced study and have been handicapped mainly by circumstantial factors

The writers suggest that for group one the curriculum be confined to the operations on whole numbers and the two-place decimal numerals by which money computations are carried out, that stress be placed strictly on accuracy and speed, and that conceptual development be omitted almost entirely.

We suggest that for group two the curriculum include the above and be expanded to include the types of computation and "reasoning" questions which are found on the screening tests. This embraces fractions, decimals, percents, and the particular style of word-problems which are customarily used. This approach would involve a survey and analysis of the tests in current use. Its success would depend on the conformity of problem-types on the tests, and the willingness of employers to release prototypes.

Conceptual development for this group would be limited to broad phases, with only the amount of elaboration needed to anchor the skills. That is, the skills would be taught, as far as possible, with emphasis on the rules. Word-problems would be taught by a programmed technique. We suggest that the curriculum be conceptually based, for group three only, as a foundation for advanced or specialized study.

We are aware that the approach suggested for group two is a reversion to teaching techniques which are professionally largely discredited. We agree that these techniques do not lead to the comprehension of the structure of mathematics. They do not provide the foundation which even advanced high-school mathematics requires. However, the students at a learning center of this kind have particular and immediate needs, for which this on-going foundation is unnecessary. They are not preparing for higher mathematics courses, and they are not preparing for employment which will even involve the difficulty of mathematics on the screening tests. For these students, this program of mathematics is pragmatic and terminal.

We are not sure that this program is possible of accomplishment.

We will continue its development.

We would like to add that the above proposal in no way affects our conviction that classes must be small and homogeneous according to achievement. The larger the class, the more essential homogeneous grouping becomes.

BUSINESS EDUCATION PROGRAM

BUSINESS EDUCATION PROGRAM

The major purpose of the Business Education Program at the Learning Center was to provide specific vocational training. Business education for the job has two purposes:

A. Training in specific business skills

B. Achieving the ability to use these skills in business

The latter is often referred to as "occupational intelligence." It is an aspect of social intelligence or social adaptability. For example, a stenographer must not only know how to take dictation and transcribe, but she must also know how to get along with fellow employees and others who deal with her company. Although "occupational intelligence" is more difficult to teach than are specific job skills, it is the function of the business instructor to develop this phase of vocational training.

The greatest percentage of class time was devoted to developing secretarial skills; however, great emphasis was placed on the "occupational intelligence" aspect of business education. The instructors' reasoning for this follows: The majority of students who participated in secretarial programs at the Learning Center were Negro females. Since most of these students, upon completion of their training, were to be placed in offices with predominantly white employees, their understanding and awareness of what would be expected of them in an office situation warranted emphasis on these areas. To say it another way, the white female entering employment in a predominantly white working environment is faced with the personality adjustments that are required to function with other employees. However, the Negro female entering employment in a predominantly white business environment is faced with the same adjustment, but is also required to orient herself to working with a predominantly white population.

The business education program at the Learning Center planned its curriculum so that when the student completed all courses prescribed, she could possess the following attributes:

1. **Skill in the fundamental processes:** Beginning workers should be able to understand direction, to write legibly, to spell correctly, to solve simple arithmetic problems and to speak effectively. In addition, they should possess at least one business skill that has been developed to an occupational level. A basic understanding of business is helpful so that they can identify their place in the office.

2. **Good work habits:** Competent beginners should be able to produce a day's work in a day and to complete work that is started. They should start work promptly, organize their materials to reduce inefficient motions, and check carefully every piece of work.

3. **An employable personality:** Beginning workers should dress appropriately for the office, exercise tact, display courtesy, and demonstrate dependability. They should have health habits that will promote job efficiency.

The following pages of this report explain what methods, materials and means were used to encourage students to acquire these vocationally desirable traits.

A connoisseur of fine art might stand at a distance to appreciate the total effect of an artist's work; and he might utilize a magnifying glass to examine the work more closely to determine what techniques, materials, and inspired creativity were employed to achieve the final result. This report will serve as the reader's "magnifying glass," through which he can examine the evolution of the Learning Center's business education program, from its inception to its conclusion. This report will examine the facilities, materials, instructional methods, curriculum, and special experimental situations.

FACILITIES

The room in which the business education equipment was located and where classes were held was very pleasant. It had excellent fluorescent lighting and was well ventilated. The paneled walls and carpeting gave the room a "business-like" atmosphere. The work area was large enough to permit a comfortable spacing of 22 typing tables and secretarial chairs, one work table (for storing books, for working on non-typing subjects, and for materials), a teacher's desk, and two 4-drawer vertical metal files.

The equipment was selected specifically to be representative of that being used in Tampa businesses. The breakdown of equipment purchased follows:

Typing Machines:	Electric:	10 IBM Selectric
		2 Underwood Scriptos
		2 Underwood Praxis
	Manual:	5 Royal
		3 Underwood

Dictating Equipment: The Stenocord Training Lab was utilized in several ways due to its versatility. Four dictating units were used as follows: (1) Listening units were installed along the outer rows which permitted 10 students to take practice dictation by wearing headsets and "tuning in" to one of the four dictating units. In this way the students could select the dictating unit appropriate to their speed-development level. (2) If a student aspired to learn how to transcribe dictation from a dictation machine, the Stenocord unit could be converted into a dictating machine with foot controls for stopping and repeating. (3) Theory lessons were also recorded from the conventional tapes to the Stenocord belts so that individuals were able to practice drills in their area of weakness.

A complete *Gregg Shorthand Lab* (Diamond Jubilee Edition) was also purchased. The Shorthand Lab was utilized extensively at the beginning of the project, but was later replaced by *Stenoscript ABC Shorthand Tapes*. The reasons for this shift of emphasis are reported later. The practice paragraphs of dictation that accompanied the Gregg Theory Lab were used in Stenoscript instruction for speed-building drills.

Accounting Machines: Three acounting machines were purchased to facilitate instruction: the Olivette-Underwood 500 Ten-Key Adding Machine, the Victor Full-Keyboard Adding Machine, and the Monroe Electric Calculator.

IDENTIFICATION OF CLASS CYCLES

The Learning Center started regular classes the first week of September, 1966. From this date to September 4, 1967, no regular weekly or monthly class cycles were instituted. Students entered the business education program upon informing their instructors of their secretarial aspirations. The students were then given instruction in the business curriculum on an individual basis. When the instructors felt that the student had obtained the essential traits for employment, job placement was initiated for the student. There was no set date for beginning the program, and no set date for completion of the program. Each student's initiative and attainment of secretarial skills determined how long she would remain in the business education program.

Beginning in September, 1967, an eight-week cycle plan was instituted. The first eight-week cycle ran from September 5, 1967 to October 27, 1967. The cycle system was used in all the education areas. With the success of the first eight-week cycle, it was decided that the cycle plan would be continued for the duration of the project. The next project cycle ran from November 6, 1967, through December 22, 1967. This cycle lasted only seven weeks due to Christmas and New Year holidays. The next cycle began January 8, 1968, and was set up for 16 weeks; that is, through April, 1968. The reason for the 16-week cycle was that no new students were to be accepted after the beginning of the last cycle in January, 1968. Therefore, a 16-week program was planned.

At the beginning of the ninth week, however, a regrouping occurred. Every student was placed in a core group which was comprised of her peers who sought the same occupational goals. Although the most advanced clerical-skill group (Core A) remained virtually intact, the remaining two clerical core groups (B and C) were changed in the following manner:

B Core: Two students, formerly in B Core, were transferred to A Core to fill vacancies within that group made by job placements. Several other students were moved to other non-clerical groups in which they had expressed an interest. A few students who had not shown a thorough understanding of the clerical material covered were transferred to C Core. The students remaining in B Core and those C Core students who did not require a review of the material formed the new B Core.

C Core: Those students from B or C who wished to remain in a clerical studies group but needed a review of the material, and those students who, though previously in other core groups, evidenced an interest in a clerical vocational-studies group were placed in C Core.

Adjustments and replanning of the clerical courses were necessary since the original curriculum had been planned for a 16-week cycle and only seven weeks remained for training the "new" clerical group, C Core. Although several of the students were reviewing the student units, most of the students were new to the clerical studies group. Therefore, the C Core instructor and the instructors teaching Stenoscript and typing had to start at the beginning.

CURRICULUM

I. SHORTHAND SYSTEMS

A. Objectives

1. The primary aim of teaching any shorthand system is to develop the student's ability to take dictation (that is encountered in a business situation) with sufficient speed and accuracy, and to produce a mailable transcript.

2. Subordinate objectives are as follows:

   a. Development of ability to recognize sounds and to record in shorthand the sounds heard

   b. Automation of the commonly used words and phrases

   c. Building of a business vocabulary

   d. Development of fluency in writing and in reading shorthand

   e. Improvement of English, spelling, and punctuation prior to the introduction of transcription

   f. Development of desirable stenographic traits and habits, including the realization that the production of a transcript is a cooperative endeavor of the dictator and stenographer

The basic objective in teaching a shorthand system to the students at the Learning Center was twofold. By reviewing a student's high school transcript and through personal consultation it was determined whether or not the student had received previous shorthand training (Gregg). If she had, the objective would be theory "brush-up" and speed building. If the student had no previous shorthand training, the obvious objective was to teach her the basic theory and to develop an ability to take dictation easily and comfortably in practical office situations.

The student's purpose for pursuing this skill at the Learning Center was the prospect of employment upon achieving the skills required by businesses. For this reason, many factors played a part in the evolution of the Center's shorthand classes into its final program.

II. GREGG SHORTHAND DIAMOND JUBILEE EDITION

A. Advantages

1. Gregg is the best known and most accepted shorthand system in use today.

2. The availability of audio-training aides is substantial. A complete set of Gregg Training Lab belts was purchased to be used with the Stenocord unit. Stenocord magnetic belts contain many drills to be used in conjunction with each theory lesson. It also includes dictated paragraphs utilizing the new theory rules.

   With the help of these extensive audio aides, it was felt that the time usually taken to learn theory and to build speed could be greatly reduced.

3. The speed potential is extremely high. A student can build her dictation-taking speed to almost any goal she sets her sights on.

4. Most words written in Gregg are "spelled out" with phonetic symbols; therefore, dictation is easily transcribed when it gets "cold."

B. Disadvantages

1. Most shorthand instructors agree that it takes at least 18 weeks of five class hours each week to teach shorthand theory. At least that much additional time is needed to build a speed suitable for business.

2. The Gregg method necessitates that the student learn new and unfamiliar symbols for writing the phonetic sounds.

C. Utilization

1. The Gregg system was used exclusively in the first four months.

2. Those who had already completed a Gregg Shorthand course in high school were given a brief review of theory and started building speed with the Stenocord trainer.

3. Those who did not have previous Gregg training were given one theory lesson each week encompassing four or five rules. Many written and oral drills were used, as well as the Stenocord trainer.

4. Some drills were mimeographed so they could be completed, turned in, and graded. This was evidence that the student understood, and demonstrated the amount of shorthand skill she had developed.

D. Evaluation

1. This system was abandoned after an arduous trial of approximately four months. Although the Gregg shorthand system has many advantages, it was not adaptable to the training program at the Learning Center.

    a. As mentioned before, the basic objective of the business education program has been to train those students interested in secretarial positions as quickly as possible, so that they might gain immediate employment. Since the Gregg shorthand system requires a minimum of 90 hours of theory instruction before the students can begin to build speed, the students became discouraged early in the course. Reaching their goals seemed an insurmountable task and certainly not obtainable within a few weeks.

    b. Gregg shorthand demands at least one to two hours of study outside the classroom each day in order to conquer the system. Because the majority of the students were married and/or had children, their time was not their own when they returned home each evening; consequently, their progress was much slower than the usual shorthand student's.

    c. Another important factor related to time and employment was the rapid turnover of the student population. Jobs not demanding shorthand were often located for students in the clerical field. If their typing speed was adequate, and other requirements were met, the students were employed without the knowledge of shorthand. Others were placed on non-clerical jobs that interested them and satisfactorily elevated their finances. Others dropped for lack of interest, family problems, relocation, and a myriad of other reasons.

d. The writer's point is that because the student turnover was so great, regular theory sessions were difficult to maintain.

e. Gregg shorthand implements special symbols for the phonetic spelling of words. The symbols must be learned just as one learns a foreign language—through memorization and drill. Because the majority of our students had difficulty comprehending words formed through our normal symbols (the alphabet), it was doubly difficult for them to translate these words into unfamiliar symbols and then transcribe them back into words formed with the alphabet.

f. Although it was evident that the Stenocord training unit helped to drill the theory and transform it to useful shorthand, it could not work miracles. It was not a substitute for the necessary outside work. No magic formula existed to insure complete comprehension of both writing methods; i.e., the alphabet and the Gregg system. The necessary class hours of instruction needed to adequately prepare the student were not available.

2. Conclusion

It was the conclusion of the instructors that the Gregg shorthand system is definitely inappropriate for this type of training center because of:

a. the time consumed by the learning process that is required for a student to conquer principles of theory, as well as to build speed

b. the demands made on the student outside the classroom

c. The seemingly unobtainable goal—building shorthand transcription to a rate of 80 words per minute

d. The inherently unstable class attendance

For these reasons, the Gregg system was abandoned after about four months. Those students who had already received their theory instruction prior to coming to the Center were an exception, and continued with the Gregg training. These students used the Stenocord equipment to refresh their memories on theory principles, but primarily to build speed. Only one out of every 30-40 students fitted into this category. About 95% of the business education students entered the program with absolutely no knowledge of a shorthand system.

3. Materials

Leslie, Louis A., and Zoubek, Charles E., *Gregg Shorthand* text and workbook, Diamond Jubilee Series. New York: Gregg Division, McGraw-Hill Book Company, Inc., 1963

Leslie, Louis A., and Zoubek, Charles E., *Gregg Shorthand Dictionary Simplified.* New York: Gregg Publishing Co., 1951

Gregg Diamond Jubilee Series Theory Dictation, Stenocord Dictation Systems, Educational Division

III. STENOSCRIPT ABC SHORTHAND

A. Advantages

There are two reasons for the selection of Stenoscript ABC Shorthand as an alternative to the Gregg Shorthand system: first, Stenoscript utilizes symbols already familiar to the student (the alphabet); second, the amount of time needed to become proficient in Stenoscript is much less than Gregg. This enables the student to attain a rate of taking dictation and transcribing it into "mailable" copy at a much earlier date.

The text presents the entire theory instruction (comprised of only forty rules) in seven lessons. Each lesson is devised so that the rule is presented, examples are given for the student to complete in the correct shorthand using the new rule, and paragraphs follow at the end of each lesson using the rules learned up to that point. The instructor may dictate or ask the student to transcribe from mimeographed materials. Toward the last few weeks of the final cycle, the homework load was increased to expedite the student's comprehension of the theory. A thorough and complete understanding of the rules was necessary before speed drills could be encountered and an employable rate of taking and transcribing shorthand could be realized.

On the first day of class, the student can recognize her progress and visualize an obtainable goal. Since the students are striving for employment at the earliest possible date, this encouragement enhances their interest in the business education program and seems to motivate them.

With the aid of the Stenocord dictating equipment and the practice tapes especially prepared for Stenoscript Shorthand lessons, the student can build speed and learn theory essentially during class time, with less time demanded outside of class. However, though homework assignments are kept to a minimum, it is still imperative that the student be given some outside work to build the almost "automatic" response necessary for employability.

Another factor the Stenoscript system overcame was the element of unstable class attendance. Since the lessons were quite short, a student who missed a theory lesson or new students who were moved in to the business education program could catch up with the class through diligent study, extra practice in writing outlines and listening to theory tapes, and extra coaching from the instructor.

B. Disadvantages

The Stenoscript system relies very heavily upon "context." The Gregg Shorthand system requires that the words be spelled out, with the exception of the brief forms, which are abbreviations for words used frequently and must be memorized. Speed is attained by the method in which the words are written; i.e., the shorthand symbols. In Stenoscript, although the words are still written phonetically, only the consonant sounds are written (with exceptions). Therefore, in many instances, a person could have the same symbols representing many words and the right word could only be determined by "the context of the sentence." It is imperative that the person taking the shorthand transcribe it immediately and not let it get "cold."

The average student will only reach a speed of 80 words per minute with earnest effort. The student who catches on easily, and has no trouble comprehending the theory and translating it into practical usage, can attain a speed of 100 words per minute. If the student is quite exceptional, a speed exceeding 120 words per minute can be attained for short dictation periods. Normal office requirements would not exceed the average of 80 words per minute.

C. Utilization

At the outset of teaching this method of shorthand, the business instructor taught three one-hour sessions of shorthand each week for eight weeks. The seven lessons covering the forty rules, along with homework for each lesson (transcribing two or three sheets of mimeographed shorthand frames) were covered in seven weeks. The remaining week was devoted to taking dictation from records and typing up mailable letters within a specified period of class time. Students were required to study every day and were given homework assignments over the weekends.

The students were highly motivated even in their first class session, because they were actually given the opportunity to write shorthand. In comparison, the class in Gregg (which was taught during the early months of operation) during the first few meetings was compelled to learn fundamental rules of application before being able to attempt any shorthand. As a result, more than half of the Gregg class became discouraged by the third class meeting and wanted to drop the course. By the fifth or sixth class meeting, Stenoscript students were beginning to write practice words at the rate of about 40 words per minute. By the twelfth class meeting, they had begun taking dictation in the form of letters.

This schedule (three hours devoted to Stenoscript, three days per week for eight weeks) was maintained up to October, 1967. Clerical students were required to attend classes four and one-half days per week, and participated in basic studies courses in addition to their business courses. In October, 1967, an additional business education instructor was added to the staff, thus allowing more class time each week for Stenoscript.

Immediately prior to this time, a theory had been devised whereby students aspiring to clerical jobs and who had average scores on the Metropolitan Achievement Tests of 10.0 grade level were gathered into a group of twenty students (A Core). The business education instructor was responsible for the bulk of vocational training provided for A Core students. These students attended a minimum of basic studies courses, thus allowing more time for business education. Beginning in October, 1967, four hours of Stenoscript were taught each week to A Core. One hour each class day (except Friday, which was reserved for social acuity courses) was provided for Stenoscript practice and instruction. A class plan was developed as follows:

1. On Monday of each week a new theory lesson was introduced. The students were given instruction sheets and the opportunity to fill them in correctly in class. They were also assigned homework for the theory lesson received that day.

2. On Tuesday, a tape designed for the theory presented the previous day was played in class. These tapes included drills on each of the rules which they had studied the previous day. This tape lasted an entire class period.

3. Wednesday was devoted to reviewing the homework that had been assigned on Monday. Paragraphs were written on the board, to be corrected by the students as a group. At the same time, they were to correct their own papers at their desks. The other half of this class hour was devoted to taking the dictation paragraphs from the tapes used on Tuesday.

4. On Thursday, a theory quiz was given on those rules taken up in the theory lesson for that week. This theory quiz included definitive questions, a group of high-frequency words or brief forms which were introduced in this theory lesson, and dictation utilizing all the rules introduced up to that point.

When the final cycle began, on January 5, 1968, the instructors divided the class into two units. The "advanced" group, who had previous exposure to the Stenoscript theory, was given intensive drill and began to learn transciption skills. For the "beginning" students, eight weeks were devoted to the learning of theory and to developing a comfortable attitude about taking dictation. This coordinated effort worked very well since the "advanced" students could surge ahead to attain an employable rate of taking and transcribing dictation, not be slowed down while listening to the theory rules which they already knew.

This division was part of the final cycle's business education format and curriculum, re-vamped to utilize the facilities, instructors, and teaching materials to their fullest extent.

Three groups were constructed from the clerical groups already in existence: from students in other groups who had indicated their desire to be in the clerical program, and from new students who had also indicated they would like clerical training. These groups were taught all business education courses, including the Stenoscript Shorthand. Classes were staggered so that the typewriters and Stenocord equipment could be in use for the maximum number of available class hours. Stenoscript was taught in much the same manner as in the previous cycle, with the exception that the beginning students in the advanced group now took shorthand with the two other groups during the same hour. Therefore, sixty students received the shorthand course instead of just the previous twenty. Each group had an additional lab period in which they took additional instruction from the Stenocord equipment. The "advanced" Stenoscript students were given instruction so that they could develop the ability to take dictation at 80 words per minute on new and non-previewed material, and at 100 words per minute on practiced or previewed material. They were also instructed on transcription techniques for building speed and accuracy. They were trained to be familiar with acceptable standards in business as determined by the production of mailable copy. They received intensive review of all theory rules, including brief forms and high-frequency word groups. They became familiar with office-style dictation. Assignments dictated during the Stenoscript hour were then transcribed during the lab hour.

As students learned the basic theory in Stenoscript and attained a satisfactory level of comprehension and skill in translating theory into usable shorthand, they were transferred to the "advanced" Stenoscript group.

D. Evaluation

It is the conclusion of the business education instructors that the Stenoscript Shorthand system was successful in teaching a system of shorthand that can be learned in a very short period of time. It allows the student to attain an employable rate of speed for taking dictation and transcribing.

Whether this particular system (Stenoscript ABC Shorthand) is used or not, is not important. It should be realized, however, that it is a shorthand system utilizing symbols already familiar to the student with a minimum of rules to learn; consequently, results are obtained in reduced training time. This permits the students to set goals which are realistic and certainly achievable if the effort is expended.

SPECIAL MATERIALS DEVELOPED FOR STENOSCRIPT INSTRUCTION

To digress for a moment to return to the grouping portion of the report, it was stated that at the beginning of January, a new cycle was set up for 16 weeks. It was also stated that midway through the 16-week cycle another regrouping was done in which those students who wished to remain in the clerical studies group, but had not yet attained a level sufficient for advancement to new material, were set in what we called the C Core group. C Core was comprised of both students in need of review and those students aspiring to clerical positions who had no prior clerical training. Accordingly, the Stenoscript curriculum for this core group began at Chapter I, rather than picking up where we had left off previously. The students who had received prior Stenoscript instruction and the students with no previous exposure to Stenoscript had skills which were comparatively the same. During the first week of Stenoscript instruction in which those rules of Chapter I were presented, the same type of instructional procedures were used. There are eleven sections presented in Chapter I alone. Each section is devoted to a basic rule that must be fully understood before the remaining rules can be presented. In earlier instruction, the entire chapter was presented in two hours. For the instruction of C Core, one hour was devoted to the presentation of each rule. Therefore, it took approximately ten classes or ten hours to present the first chapter.

In contrast to the previous method of teaching Stenoscript (in which mimeographed lessons were presented to students so that they might complete blanks with the correct Stenoscript given to them in class orally by the instructor), the students in C group were first given a rule, then the correct shorthand for a small portion of the Stenoscript practice words, and finally were asked, according to the rule, to fill in the rest of the correct Stenoscript to the best of their ability. As soon as this step was completed, the instructor reviewed the shorthand for each word, sounding out the word and demonstrating the application of the rule that had been presented. Therefore, the student had immediate reinforcement by utilizing the rule correctly, or demonstrated a need for further instruction. Following the written presentation of the rule with the practice words, the Stenoscript tape for that particular rule was played. The tape is organized in the following way: A word is called out and the students are asked to write the correct shorthand for that word. This procedure was followed for all the practice words given for that particular rule. After students had written the shorthand for the practice words, that portion of the tape was repeated, giving the correct shorthand. Students corrected their own shorthand. They then tried writing the words for speed as the dictator pronounced the word three times in rapid succession. The instructor's use of the tape was a bit different from that suggested by the Stenoscript ABC Shorthand developers.

The majority of the students in C group suffered from a lack of basic knowledge of English grammar and usage, their speech was sometimes unintelligible and their pronunciation of fundametal vocabulary was often incorrect. Consequently, the understanding of rules, the recognition of sounds, and the recording of phonetic spelling for the sounds heard was made more difficult. It was, therefore, deemed essential that students not only learn the rules for writing the phonetic spelling, but also develop a skill in pronunciation and ultimately develop an ability to detect the correct phonetic sounds to enable them to record the sounds in correct Stenoscript shorthand.

For this reason, the Stenoscript tape was used in the following manner: The tape was first played in which each practice word was spoken by the dictator and the students were asked to write out the correct Stenoscript to the best of their ability, Utilizing the rules presented for these practice words. The portion of the tape that gave the correct Stenoscript for each word was then played. Then, rather than go on to the next portion of the tape, which was repetitive practice of each word for speed, the first portion of the tape was repeated. At this time, reading from their corrected shorthand, students pronounced practice words simultaneously with the tape. The second portion of the tape was used in the same manner, with the exception that now, not only were students required to recite with the tape, but also to write the correct shorthand for each practice word during the recitation. At the completion of the presentation of each rule presented in Chapter I, a test was administered to the group. There were five sections to the shorthand test covering material presented in Lesson I. The first section dealt with the first rule; students were required to write the correct Stenoscript shorthand for 13 words given; twelve additional words in this section were to be transcribed from shorthand.[1] This format was used for the succeeding two sections as well. The second section dealt with the second rule presented in Chapter I, and the third section dealt with the third rule presented in Chapter I. There were five objective questions which the students were required to answer with one or two words. The instructor's analysis of the students' scores on the above test reflected a need for further instruction on Chapter I. Because of this, the instructor used a research unit of programmed instruction[2] covering the same material, and then retested the students to determine their progress.

---

[1] Sample test on two pages following

[2] Exhibit I

SHORTHAND TEST ON THEORY LESSON I

1. Because
2. differ
3. middle
4. better
5. fancy
6. judge
7. level
8. matter
9. sell
10. size
11. give
12. recall
13. refer

14. sm
15. al
16. pkj
17. mlc
18. hz
19. dz
20. dmz
21. kj
22. lkl
23. rjnc
24. kr
25. blm

---

26. defy
27. knew
28. lay
29. sunny
30. endeavor

31. ajnc
32. lo
33. ofr
34. ˜njn
35. dbv

---

36. adopt
37. exempt
38. object
39. fact
40. exempt

41. sc
42. lc
43. wc
44. cz
45. alc

46. How do you indicate plurals in words ending in "s"? ____________________

____

47. How do you indicate a new paragraph? ____________________

48. What type of punctuation do you use in STENOSCRIPT? ____________________

49. Show how you indicate past tense in these words: offer__________ argue__________

50. When do we use standard abbreviations? ____________________

____

TRANSCRIBE THIS PARAGRAPH:

He can teach me. He is a good teacher. He teaches me a new way. It is an easy way. It is a quick way.

I k gl i mc blr wn e tc e
a gk wa. I k gl a bgr pa ck bkz I d
wl e lc̆ e.

I have a car. I call it a good car when it runs. It has a good motor. If it goes bad, I can have it fixed.

i e b̄ i e k pa e f i.
i I c a blr kr I k b i. I h sm mne
& I k pa f i.

TYPEWRITING

From the start of the business education curriculum in October, 1966, through August, 1967, three one-hour sessions of typing were taught each Monday, Wednesday, and Friday. The three classes were very dissimilar as to their typing speeds, their use of the typewriter, and their purpose for learning to type.

Due to the lack of homogeneity in the classes, formal instruction was very difficult. The students were given exercises and drill lessons assigned on an individual basis. Timed writings were administered daily so that the student could see her individual progress and could concentrate on those areas needing additional drill.

For those who had already taken typewriting, production assignments were given, and eventually, toward the end of the cycle, production tests were administered. In these tests, the student was allotted a certain amount of time to complete an assignment which should produce "mailable" copy.

The first eight-week cycle, August, 1967, to October, 1967, utilized the core group system for the first time. The students' test scores were used as criteria for group placement. This was a tremendous help in selection of students for the complete business education program, since only those students who scored at a tenth grade level or above on the Metropolitan Achievement Test were admitted to the business core group, designated as A Core. Typing tests were also used as criteria and only those students who typed at least 20 words per minute were admitted into A Core. Student aspiration to work in a clerical field was used as one of the most important of criteria.

Although the changed teaching system and test score criteria were helpful in selecting the A Core, they were of little assistance in grouping the students in the two additional typing classes which were now comprised of beginning and intermediate typing students and students who had no interest in taking typing. The same method of individual guidance was maintained for the other typing classes.

When the next cycle began, students were assigned to groups by test scores and by their career aspirations. Through this method, two clerically oriented groups were originated, in addition to Core A. Although the groups still lacked homogeneity in typing skills, this grouping eliminated students who were not interested in typing.

The typing instructor for this cycle decided to divide the classes into beginning and intermediate students. Ten typewriters on one side of the room were used by beginning students, and the remaining machines were operated by those students who had learned the keyboard, but who lacked skill in accuracy, speed, and knowledge of production typing.

Selected typing assignments from the workbook, which is coordinated with the text, were given to the intermediate students the first day of class. A schedule was also provided so that the students would have a visible goal that they were to reach by the end of the seven-week cycle. Although the assignments were quite extensive, all assignments could be completed by the end of the cycle if the student made good use of class time.

The beginning students were given "formal" instruction as to the parts of the machine and advised about methods that ease the typist's job. Daily oral instruction was given to introduce new keys or to review and drill on the keys last introduced. One-minute timed writings were administered to beginning students to enable them to judge their progress. This, in turn, encouraged them to work arduously on their typing skill. Oral drills were given with the introduction of each lesson, and the grouping of these students enabled the instructor to watch both groups carefully, to scrutinize individual students' progress, and to discern areas in which more instruction and individual attention were needed.

Groups in the last cycle were formed on the basis of previously noted criteria, and the three clerical groups were comprised of students assigned as follows:

A Core

1. Those students remaining in the core from the previous cycle.
2. Those students who had participated in the two other clerical groups and had demonstrated acceptable performance in typing speed attained and production assignments completed.
3. Students who aspired to be secretaries or stenographers.
4. New students who met the typing requirements.

B Core

1. Students who had attained a satisfactory performance level in the previous typing class in production assignments completed, speed attained, and basic studies skills achieved in their previous core.
2. New students who typed 30 words per minute. (Some of these were place in A Core.)

C Core

1. Students who had not reached 30 words per minute in the previous typing course but wanted to remain in the clerical program.
2. New students who had never taken typing but who were interested in secretarial and stenographic careers.
3. Previously enrolled students who had never taken typing, but were now interested in the clerical program.

Typewriting skill was the basic criterion for selecting the appropriate group for each student interested in the clerical program. This enabled the business instructors to set up three typing classes with homogeneous grouping by typing skill; one "intermediate," one "advanced," and one "beginning" class emerged from this grouping.

The objectives, as well as content and sequence of instruction, for these two courses are explained in the following pages.

BEGINNING TYPEWRITING COURSE

I. OBJECTIVES

The purpose of this course was to develop the ability to operate and to maintain the typewriter efficiently preparatory to clerical employment. The student was instructed in good techniques of key stroking and in machine manipulation. The correct key stroke is the basis of typewriting power and must be developed before typewriting applications are attempted.

The student was instructed in the use of the mechanical features of the typewriter, so that she could utilize fully all devices that save time and increase efficiency.

The student was instructed regarding the rules for spacing after punctuation marks. She also learned various ways to set up a simple letter.

The importance of proofreading work carefully and accurately was emphasized by the instructor.

The student was also taught about office etiquette and how to work with others in an office situation.

II. CONTENT AND SEQUENCE

A. The standard text is arranged in sequence of difficulty and introduces the use of a few keys with each new lesson. Additional drills, dictated orally, were used by the instructor to correct areas of difficulty and to develop student response to vocal directions.

B. The instructor demonstrated "how to type" as the most effective device for teaching proper techniques. Before the learner understands the visual or sound pattern, repetition can accomplish little.

C. The class period was devoted to learning new techniques under the guidance of an instructor. In additon to the class period, students were assigned practice material to be completed and submitted for grading and correction during the lab period.

D. There was very little formal testing. Grading was based mainly on daily material submitted by the student. The grade earned was a composite of many factors—skill in copying material and in handling the typewriter, knowledge of the machine and of typewriter use, acquisition of desirable work habits and attitudes, and improvement in quality and quantity of work.

E. At the end of 12 to 16 lessons, the average student was typing 24 words per minute for one minute.

III. MATERIALS

Lloyd, Rowe, Winger, *Typewriting for College*, Second Edition. New York: Gregg Division, McGraw-Hill Book Company, 1964

ADVANCED TYPEWRITING COURSE

I. OBJECTIVES

The purpose of this course was to increase the student's ability to operate and maintain the machine in such a way as to develop an employable rate of typing speed and accuracy.

Rules that directly apply to produce "mailable" copy were taught; such as, capitalization, word division, and rules for using numbers. In general, all students were encouraged to build a fund of applicable knowledge of correct English and acceptable typewritten usage.

The importance of developing the habit of proofreading accurately was also stressed. The student was urged to learn the techniques that would improve her skill as a proofreader. The student was held responsible for finding all errors in every piece of production work completed.

Many practice drills were administered to develop the student's rate of speed on timed writings. Numerous timed writings were given each week.

II. CONTENT AND SEQUENCE

The textbook meets most of the objectives of this course and is arranged in a logical, sequential order of presentation.

Most timed drills were taken directly from the text. Production work was also assigned from the text and from a practice set.

Grading was based on an evolving standard; i.e., as the student progressed in the course, error correction became more skillful, placement of items showed better judgment, and carbons improved in quality. At the same time, the rate of production was improved and assignments were given which required a higher level of decision making.

III. MATERIALS

Lloyd, Rowe, Winger, *Typewriter for College*, Second Edition. New York: Gregg Division, McGraw-Hill Book Company, 1964

Sandry. Clerical Office Practice Set. New York: Pittman Publishing Corporation, 1967

BUSINESS ENGLISH

The business English course was changed in content and in aims during the operation of the school. Originally, it was taught from the standard business English text, *Warriner's English Grammar and Composition*, as part of the student's basic studies curriculum.

In August, 1967, when A Core was established, the text *Business English Essentials*, third edition, by Greta LaFollette Henderson, Gregg Division, McGraw-Hill Book Company, Inc., copyright 1965, was adopted. This text includes a preliminary diagnostic test, unit quizzes, and worksheets. This, with a spelling workbook, was used by the students largely on a self-study basis. The instructor emphasized certain areas such as capitalization, hyphenation, and punctuation. Because of the class structure, it was not possible for the instructor to present an organized daily plan of lessons.

In the final 16 weeks, the business English course was very much a part of the business curriculum. The same texts were used as basic texts, and other instructional materials were prepared as needed by the teacher to supplement topics which required additional emphasis. The course was taught one hour daily with its focus on the functional English of the business world. Its primary objective was to help the student solve her communication problems.

STUDENT EVALUATIONS

Various approaches were used to evaluate student progress. In some areas, preliminary tests were administered and the results tabulated to form an indicator of greatest weaknesses or strengths. This knowledge was used by instructors to select the specific order of presentation, and the amount of concentration needed by each student.

In August, 1967, the Learning Center decided to group students so that each class would share a general framework of career goals and a readiness to participate in the necessary learning situations. Students were graded as outstanding, satisfactory, or unsatisfactory.

In January, 1968, the students were grouped even more carefully and those having some knowledge or skill were no longer placed in classes with beginners. It was now possible to set realistic and clearly understandable goals of vocational competency. Students were made aware of their short and long-range objectives and frequent conferences were held with students to help them in self-evaluation.

Except for beginning typewriting students, lectures or instructions were followed by appropriate student responses. This method took the form of questioning and discussion, combined with individual practice material from workbooks (immediately checked), and material submitted by the student for correction and for grading.

To additionally and formally aid in implementing these principles of business instruction, the two instructors worked together during the final 16-week cycle and initiated a weekly summary evaluation for each A Core student in the form of a weekly paycheck. All of the subject areas were included and all daily work was converted to money value by means of a detailed point system. The student was, therefore, reinforced in her learning, not only from moment to moment and day to day, but in the symbolic weekly dollar-and-cents earning received.

Each student's assignments for the week were averaged into the point system and converted to produce the total entered on each paycheck. Paychecks were signed by both instructors and issued to students on the Monday morning following each week's work.

This proved to be a highly successful motivating device (as evidenced by the high goals reached by the students, their increased value in the labor market, and students' comments), and the students were able to recognize the money value earned as a realistic measure of their application and development. Grading scales, and copies of worksheet, paycheck, and student evaluations appear on the following pages. The students' comments are reproduced exactly as received.

GRADING SCALES FOR WEEKLY PAY EVALUATIONS

STENOSCRIPT:

Dictation Speed:

Errors	Points
0	5
1	4
2	3
3	2
4	1

Theory Quizzes:

Accuracy	Points
95 - 100%	4
90 - 94%	3
85 - 89%	2
75 - 84%	1

Advanced Typing Speed:

Speed	Dollar Equivalent	Points
60+	$15.00	10
55	14.00	9
50	13.00	8
45	12.00	7
40	11.00	6
35	10.00	5
30	9.00	4
Under 30	5.00	1

Advanced Typing Production Scale = $1.50 - 1 point

A sample copy of a payroll check used in Core Group A

A CORE COMPANY
Payroll Account

NUMBER________________ ________________________1968

Pay to the order of____

____

Brain Bank of America
123 Road to Success
Opportunity, Fla. 32000

____
President

____
Treasurer

WORKSHEET

Weekly Payroll — A Core

STUDENT____________________Week Ending____________________

	Possible Points	Breakdown	Actual Points	Total Points	Money Value
STENOSCRIPT — 30% of grade					
Beginning	½	Homework	____		
(Max. $11.25)	4	Test Scores	____		
($1.125 per point)	5	Dictation	____		
	½	Punctuality	____	____	____
Advanced	10	Transcription	____		
(Max. $22.50)	4	Theory Quizzes	____		
($1.125 per point)	5	Dictation	____		
	1	Punctuality	____	____	____
ADVANCED TYPING — 40% of grade					
(Max. $30.00)					
(Production = $1.50 Point)	10	Production	____		
(Speed — see scale)	10	Speed Tests	____	____	____
BUSINESS ENGLISH/SPELLING — 10%					
(Max. $7.50)	8	English	____		
(50¢ per point)	7	Spelling	____	____	____
FILING AND SPEECH — 10%					
(Max. $7.50)	10	Filing	____	____	____
(50¢ per point)	5	Speech	____	____	____
ATTITUDE — 10%					
(Max. $7.50)					
($2.50 per point)	3		____	____	____

EMPLOYEE NUMBER________________

TOTAL POINTS ____________

AMT. OF CHECK $__________

EVALUATION OF "A" CORE CHECKS

LIKES

1. It showed just about how much we, as students would earn, as employees on the jobs that we are looking for.
2. It showed the student that improvement was needed in his weak areas of study.
3. In some cases, it served to make the individual strive to attain the highest salary possible.
4. It made the classroom sort of like a competitive office wherein every worker was competing against the other to get the best grades, and to be an example for the rest of the workers.

DISLIKES

1. I have no dislikes of the evaluation of the checks that "A" Core were receiving.

FAIRNESS OF THE EVALUATION

1. I think that the evaluation was quite fair. It showed exactly how much effort a student put into his work during a one-week period.

EVALUATION OF A CORE COMPANY PAYROLL SYSTEM

A Core Company has a payroll system that's graded by points. Although very seldom one makes the highest salary, which is $75.00 per week, it is possible.

Points are given for the results of each individual's production from each class. This gives you a chance to see what your progress is compared to a real office job.

I like this system, because you can bring your paycheck up in so many ways, as you advance. This also gives you an incentive to try harder.

I'd like to say also, that it has been pleasant working for A Core Company, and the very considerate personnel there.

EVALUATION

I am now taking business English, speech, filing, math, advance typing, steno, and practice office procedures. I receive a check every week to let me know where my weakness is, and where I need to improve. I enjoy getting the check every week because when my salaries get low I know that I need to improve somewhere. And when my assignment doesn't get turned in, it will bring my salaries very low. By my receiving a check every week, I will know where my average stands.

I think the checks are a help to me because I know when to pull up and stay on the level of my grade. My check is based on Business English, speech, filing, math, advance typing, steno, and practice office procedures. My check has helped me improve a lot because when I received my first check, my salary was low. And now I have picked up a lot. And to my P.C.I. I must say you really have helped me a lot also and I appreciate the help you give me and thank you for the time you have given me.

HURRAY FOR THE PAY CHECK

The pay check, which the students of A Core received, was very helpful in giving the students determination to do better in class—the determination to reach that particular goal each student has set for herself.

The effects of the pay checks

The effects of the pay check gave students the willpower to try and reach their goals. By receiving the pay checks, the students would try to make a larger pay check each week to show that they had accomplished another step on the ladder to success.

What I like about the pay checks

I felt that the pay checks were helping me accomplish my goal. True, some weeks I would take my work for granted and when I received my pay check for that week, I saw just how much I should have studied and done that week. Then I realized how much the pay checks were helping me to do better each and every day.

What I dislike about the pay checks

There wasn't anything I really disliked about the pay checks, because when I received a small pay check I knew that I hadn't done a thing to get a large pay check for that week. I knew, also, that if I were to receive a large pay check that I would have to work a little harder than before.

EXHIBIT I

PROGRAMMED UNIT FOR STENOSCRIPT ABC SHORTHAND

J. Durso

This is the first of seven possible units.* It is designed as a new training technique to supplement and reinforce class time learning of Stenoscript. The need for its preparation was twofold: the dearth of instructional materials available to the classroom teacher and students, and the need to discover a more efficient training method of the basic theory so that students could reach an employable dictation rate within a shorter period of time.

DEVELOPMENT OF THE PROGRAM

Following the selection of the terminal behavior expected of the student, an outline was prepared which included most of the material presented in Unit I of the textbook. Additionally, phonetic explanations were inserted where the writer-instructor had experienced unexpected difficulty on the part of students in the classroom.

While the program was being developed, it was repeatedly tested on typical members of the student population. It was often revised, checked, and repeated with other students. As every few frames were written, a student would "try it out" and as these frames accumulated, other students would progress through the program to its particular point of completion.

DISCRIMINATION DIFFICULTIES

The learning of Stenoscript has many of the problems inherent in learning to speak a foreign language. In classroom situations, the instructor noted the competing tendencies of "incorrect" language patterns, as in the pronunciation of consonants c, d, g, s, and x.

The crucial task in the frames covering this material was to relate the response to its appropriate stimulus context in such a way that shaping of the desired student response was very gradually accomplished, thus eliminating, insofar as possible, a wrong response based on past incorrect language usage.

GENERALIZATION DIFFICULTIES

Since all stimulus situations presented are only symbolic approximations of the spoken sound, it becomes necessary for the student to generalize all words in which the response is approximate. For this reason, a three-unit chain has often been used in following the prompting of the preceding operant); e.g. frames 14, 15, 16.

FUTURE USE

The results of using this programmed material were so encouraging that it is recommended that the other units should be written and tested with a control group at the earliest possible date.

---

* A copy of the Programmed Text for Stenoscript ABC Shorthand is attached.

PROGRAMMED TEXT
for
Stenoscript ABC Shorthand
by
Mrs. Jerrie Durso

TO THE STUDENT

This is a programmed course in STENOSCRIPT ABC SHORTHAND. You will be working at your own speed. Try to learn each point as you progress "for keeps." You will remember better that way.

Each lesson consists of a series of very small steps. You are to reason your way—one step at a time. The steps are so small and so carefully arranged that you will make very few mistakes. When you make a false step, you will be corrected immediately.

You will be constantly answering questions, but all the facts you need to answer questions correctly will be right before you. Most of the steps or frames require that you make some kind of answer. Read the frame carefully. If there is a blank line, write in the missing word or letter.

Complete each frame in number order. You will always find the answer to a frame in the column to the left of the frame that you are to do next. Thus, you will find the answer to Frame 2 to the left of Frame 3, and so on.

If you are puzzled about the answer to a frame, read the frame again carefully. Generally, you will find a clue. Do not look ahead for an answer until you have made every effort to answer the question yourself. If necessary, turn back to previous frames until you find what you need to know.

You are not working for a grade in these lessons. The lessons will not be scored. In fact, you will end with a perfect score, because you are expected to correct each error immediately.

	Frame (1) In this, and all good shorthand systems, sound plays the major part. This means that the longhand spelling of a word is unimportant because the shorthand is always written based on the way a word______________.
Frame (1) sounds	**Frame (2)** When you hear a word you write only the letters of the alphabet that **represent** the sounds you hear in a word; that is the **phonetic spelling** of the word. In the word car, the **c** has the sound of **k** and thus would be written **kr.** **Kr** is the________spelling of the word car.
Frame (2) phonetic	**Frame (3)** DOMINANT-SOUND RULE Usually, you will write only the letters that represent a word's **dominant sounds.** These are generally consonants. This means that you do not write the vowel sounds (a,e,i,o,u) **within a base word.** In the shorthand for car kr, you do not write the vowel________.

Frame (3) a	**Frame (4)** In applying the Dominant-Sound Rule, **cab** is written kb. The word **cap** would be written______, omitting the vowel letter______in both words.
Frame (4) kp a	**Frame (5)** kp and kb are examples of the phonetic way of writing the words______and______.
Frame (5) cap, cab	**Frame (6)** In applying the **Dominant-Sound Rule** and omitting the vowel sounds within a base word, **box** would be written bx, and give as gv. Try: differ ______ middle ______ level ______

	Frame (7) In writing shorthand, your hand should always **keep moving** in a forward direction; therefore, you do not go back to cross a **t** or to dot an **i** or **j**. The letter **t** is written t and **i** and **j** are written ı and ȷ. The hand does not return to complete the letters ______, ______ or ______.
Frame (6) dfr mdl lvl	
	Frame (8) To distinguish clearly between **t and l**, or **i and e**, be sure to **close t and i** and to **loop letters l and e.** Always write these letters as follows: t t; l l; i ı; e e; j ȷ.
Frame (7) t ı ȷ	
	Frame (9) The five letters which require special care in writing are: t __________ (Do not cross) l __________ (Be sure to make a high loop) i __________ (Be sure to omit the dot) e __________ (Make a short loop) j __________ (Do not dot)

Frame (9)

i
l
i
e
j

Frame (10)

In the following practice words, be careful to write the **t, i** and **j** as they are written in Stenoscript:

book	bk	kit	______
fit	fl	letter	______
happy	______	metal	______
jet	______	net	______

Frame (10)

hp
jl
kl
llr
ml
nl

Frame (11)

As a **general rule,** in Stenoscript ABC Shorthand, each letter of the alphabet stands for its own sound as pronouned with the alphabet. This is especially true of **b, f, h, j, k, l, m, n, p, r, t, v, w, y, and z.**

In the previous frame (10), the first letter of the practice words records the sound usually heard for the letters b, f, ______, ______, ______, ______, ______, and ______.

Pronounce each word and listen to the sound given to these consonants.

Frame (11)

h
j
k
l
m
n

Frame (12)

Now, note the sound heard in the initial part of the following words and then write the Stenoscript.

paper	______	van	______
refill	______	wagon	______
ticket	______	yes	______
	zip ______		

Frame (12) ppr rfl tkl vn wgn ys zp	**Frame (13)** Other consonants, specifically **c, d, g, s, and x,** are more varied in the sounds they record. For example, the letter **g** records sounds referred to as "soft" or "**hard.**" The **g** in **gentle** is "soft" and would be written as j in Stenoscript. How would you write the word **gentle?**____________
Frame (13) jntl	**Frame (14)** The "hard" **g** sound, written as g, is represented in the word **good. Good** in Stenoscript would be written ______.
Frame (14) gd	**Frame (15)** Be careful to hear the difference between the **two sounds for g.** In **got** the **g** would be written______, but in **general,** it would be______because those are the **sounds you hear.** You would write **gallon** as______; but **gem** would use the phonetic sound **j** and be written____________.

Frame (15)

g
j
gln
jm

Frame (16)

The word gauge contains both sounds for g and would be written gj.

Try the following:

garage ____________

gas ____________

genuine____________

germ ____________

ginger ____________

(Do not write vowels within a base word.)

Frame (16)

grj
gs
jnn
jrm
jnjr

Frame (17)

The letter **j** is always written as **j**. So, **jot** would be written in Stenoscript as jt.

Write: job ____________

jobber ____________

jug ____________

junior ____________

jet ____________

jig ____________

Frame (17)

jb
jbr
jg
jnr
jt
jg

Frame (18)

Watch words with **silent d** like **ledger,** which would be written ljr. (Note that the **g has the j sound.**)

This rule would also apply to the word **judge,** which would be written____________.

Frame (18)

ff

Frame (19)

The letter **d** records two sounds. The first, which is its usual sound, is heard in words like **dam, danger, defer, deliver.**

Write the Stenoscript for these:

dam ______________

danger ______________

defer ______________

deliver ______________

Frame (19)

dm

dnjr

dfr

dlvr

Frame (20)

The other sound for the letter **d** is associated with the letter **t,** as in **picked** or **wrapped.** These words are covered under the past-tense rule:

To add d or ed (no matter whether it carries the sound **d** or **t**), UNDERLINE THE LAST LETTER OF THE SHORTHAND.

Fix would be written fx. To add **ed** it is necessary merely to underline________(which letter?), so that fixed would be written______________.

Frame (20)

x

f$\underline{x}$

Frame (21)

This rule for adding **d** or **ed** provided the past tense formation for regular verbs.

Try the following:

fill	fl	filled	f$\underline{l}$
jot		jotted	
deliver		delivered	
refer		referred	
pick		picked	

Frame (21) sl sl dlvr dlvr rfr rfr pk pk	**Frame (22)** The letter **s**, like the letter **d**, records **two sounds.** The first of these sounds is heard in words like **sell** or **asset.** The other sound, heard in **heads** or **wags,** is like the sound of **z.**** Write: sell ________ sponsored________ asset asset________ sudden ________ sponsor________ span ________ spanned ________ **We will not be concerned with the **z** sound here as it is a plural ending which will be covered under that topic later.
Frame (22) sl asl spnsr spnsr sdn spn spn	**Frame (23)** The letter **c** has no phonetic value that is distinctly its own. Instead, the two sounds it records are **associated with other letters.** One of these sounds, the "soft" sound of **c**, is usually associated with the letter **s**. This "soft" sound can be heard in words like **citizen** slsn and **cymbal** ________. Note: Write the sound you hear and not the correct spelling of the word. **Sell** is written sl and **censor,** which begins with the letter **c**, is written snsr.
Frame (23) smbl	**Frame (24)** The other sound recorded by **c**, referred to as the "hard" sound, is generally associated with **k** as in **cater** ______, or **color** ______, or **common** ______.

Frame (24)

klr
kmn

Frame (25)

Write the following in Stenoscript ABC Shorthand using the "hard" or the "soft" sound for the letter **c** as it is heard when the word is pronounced:

cage ____________ column ____________
colored ____________ cigar ____________
civil ____________ cipher ____________

Frame (25)

kj
klr
svl
klm
sgr
sfr

Frame (26)

The letter **x**, (like the letter **c**), lacks a sound that is distinctly its own. However, you will **write** __x__ when you HEAR either of its two combination-letter sounds—**ks** or **egz**. (The **ks** sound is heard in the word **mix**; the **egz** sound is heard in the word **exhaust**.)

NOTE: Sometimes **x** is the beginning letter in a word—usually highly technical words—and is recorded by the sound associated with the letter **z**, as in **xylophone**.

Frame (27)

Listen for the **ks** or the **egz** sound in the written **x** in the following words, and then write the shorthand:

Shorthand
exact ____________
expect ____________
example ____________
mixed (note the past tense) ____________
exhibit ____________
expositor ____________

Frame (27)

xk
xpk
xmpl
mx
xbt̄
xpzlr

Frame (28)

The most fundamental rule in Stenoscript ABC Shorthand theory is that ALL VOWELS ARE OMITTED FROM A WORD, WITH TWO EXCEPTIONS:

1. Whenever vowels are sounded at the beginning or end of a base word, and
2. When the accentuated vowel rule is used.*

* We will consider exception (1) now; exception (2) will be treated later.

Frame (29)

Vowel sounds (a, e, i, o, u, and sometimes y) are to be written at the beginning or end of a base word.

Examples of vowel sounds at the beginning of words would be:

above abv — item ______
age ______ — offer ______
agency ______ — user ______
egg ______ — easy ______
utilize ______

Frame (29)

aj — itm
ajnc — ofr
eg — uzr
utlz — ez

Frame (30)

Use the long vowel sound at the end of these words:*

defy dfi — money ______
lay ______ — pay ______
low ______ — pie ______
high ______ — rely ______
may ______ — sunny ______

* For example, use the a as in date.
the e as in cream.

Frame (30)

la pa
lo pi
hi rli
ma eni
mne

Frame (31)

Listen carefully to the following words and write ONLY what you hear:

else	____________	argue	____________
endeavor	____________	army	____________
enemy	____________	embezzle	____________
energy	____________	incur	____________
knew	____________	season	____________
ice	____________	office	____________
pay	____________	may	____________

Frame (31)

ls rgu
ndvr rme
nme mbzl
nrg nkr
nu Czn
is ofs
pa ma

Frame (32)

Remember the general rule that **each letter** of the alphabet **stands for its own sound,** just as you would pronounce it when reciting the alphabet, EXCEPT **c** and **x.**

C, you will recall, is written as **k** or **s** as in cattle ____________ or civic ____________.

Frame (32)

ktl
svk

Frame (33)

X, while it lacks a sound of its own (like the letter **c**), uses a shorthand **x**; when the **x** is represented by the letter combination ks as in the word **box**; or the combination ________ as in the word **exempt.**

Frame (33) egz	**Frame (34)** Sometimes a word ends in a **double consonant sound** such as **pt, ct, ft, or sk. Write only the more predominant** of the two sounds, usually the first of the two. In the word **adopt,** we have **pt** as the combination, and **p** is the more **predominant** letter, so, adopt would be written________.
Frame (34) adp	**Frame (35)** **Attempt** is a word ending in a double consonant sound. The **p** is more predominant than the **t**, so the shorthand would be________.
Frame (35) almp	**Frame (36)** In the word **detect**, the double consonant is________but the final sound which is predominant is________ so **detect** should be written________.

Frame (36)

ct
k
dtk

Frame (37)

Other double consonant words to which this rule would apply are:

left ____________ object ____________
soft ____________ task ____________
fact ____________ except ____________
eject ____________ adopt ____________

Frame (37)

lf objk
sf ts
fk xp
ejk adp

Frame (38) THE ch SOUND

In Stenoscript ABC Shorthand, since the small letter c has no phonetic value distinctly its own, we use the small letter **c** to represent the **ch** sound as in the word **attach** atc.

By this rule, the letter **c** would represent the ________sound in the word **cheese**.

Frame (38)

ch

Frame (39)

Write the Stenoscript for the following. Listen carefully to the actual sound of each word.

kitchen ____________
much ____________
reach ____________
such ____________
teach ____________
which ____________

Frame (39)

kcn

mc

rc

sc

lc

wc

Frame (40) Singular and Plural

Plural forms of nouns are not usually written in Stenoscript ABC Shorthand, as the context of a sentence will indicate whether the singular or plural form is needed. NOTE: When a word may be used standing alone, as in a word list, or any instance where the context will not clearly indicate the singular or plural form, an s **may be added for clarity**.

1. The box bx is damaged.
2. The boxes bx are damaged.

There is no need to add an s to the Stenoscript in sentence 2, since the meaning of the sentence indicates the plural form is needed and the plural would be added by the transcriber.

Frame (41)

In sentence 1 of Frame 40, the stenoscript for **box** is written_______, which is_______(the same as) (different from) **boxes** in sentence 2.

Frame (41)

bx

the same as

Frame (42)

Box and **boxes** may both be written as bx when the_______of the sentence will indicate whether the singular or plural form is needed.

Appendix and **appendixes** would therefore both be written_______.

Frame (42)

context

apndx

Frame (43) HIGH-FREQUENCY WORDS

High-frequency words are a very important part of a shorthand system. These words should be learned together with the correct shorthand for them, so that when you hear one of them, you can immediately write the correct shorthand. NOTE: **Study this list carefully before going on to the next frame.**

Group I (High-Frequency Words)

a an	a
and	e
be been being by bye buy but	b
see seen seeing	c
do dew due did done doing	d
for	f
he me	e
go goes gone going	g
had have having	h
I	I
if it is	i
can come came coming	k

Frame (44)

He, is, and **being** are all referred to as ________ ________ words which must be **memorized** for immediate recall.

Frame (44)

high frequency

Frame (45)

Came is a high-frequency word and is written as **k** in Stenoscript.

The other high-frequency words written as **k** are ________ ________ and ________.

In the sentence, "I can come." all three words are **high-frequency words.** Write **I can come** in Stenoscript. ________ ________ ________.

The **present, past,** and **participial** forms of the verb **come** are all high-frequency words.

Frame (45)

can

come

coming

I k k

Frame (46)

It, if and ________ are written as the letter ________ in Stenoscript.

Capital **I,** the personal pronoun, is written as ________.

You might remember this group by combining them in the Phrase, **"If it is I"**

Frame (46) is s l	**Frame (47)** The letter b stands for the high-frequency words **be, been, being,** ______, ______, ______ and ______. Note that the **first three words** symbolized by the letter **b** are again in the **present, past** and **participial** forms of a verb. The **last three words** are **homonyms** (words that sound alike but have different meanings). You then need to remember only that **but** is the seventh word of the group.
Frame (47) but by bye buy	**Frame (48)** The letter **d** stands for six high-frequency words. They are **do, dew, due,** ______, ______ and ______. Note again the **tense forms of the verb do** and the homonyms **dew** and **due.** The word **for** is written by the letter ______ and is the only high-frequency word indicated by this letter.
Frame (48) did done doing f	**Frame (49)** The words **he** and **me** are written by the letter ______. Note that it is the vowel sound that is important here. The letter "G" stands for the four high-frequency words: __________ __________ __________ __________ Again, the letter is used to represent the present, past, and participial forms of a verb.

Frame (49) e go goes gone going	**Frame (50)** **Have, had,** and **having** are written in Stenoscript as the letter_______. Insert the Stenoscript in the following blanks: I_______been walking. have Yesterday they_______two correct. had They are______________a good time. having
Frame (50) h h h h	**Frame (51)** One more set remains—those words which are indicated by the letter **c*** when it stands alone: "**See** and do." in stenoscript would be: _______ e _______ "He had **seen** it." in stenoscript would be e _______ _______ _______ "He is **seeing** me." in Stenoscript would be_______ _______ _______ e *Remember for all other words, that the letter c has no phonetic sound of its own. See Frames 23, 24, and 25.
Frame (51) c e d h c u e u c	**Frame (52)** Using the principles you have learned, you are now ready to write sentences. "I can be." would be written: l k b "You can be." would be written: ______ ______ ______ NOTE: Although the typed sentence would start with a capital letter, we used the small letter in Stenoscript (Capital letters are reserved for special sounds.)

Frame (52)

u k b

Frame (53)

The following sentences use high-frequency words.

Write: He has been. ______________

He is being. ______________

Frame (53)

e kz b

e i b

Frame (54)

Transcribe the three high-frequency words which follow into a sentence:

I c i

______ ______ ______

Frame (54)

I see it

Frame (55)

Write the following in Stenoscript:

1. I have seen it. ______________
2. Has he seen it? ______________
3. He did it. ______________
4. He is doing it. ______________
5. He may do it. ______________
6. He had done it. ______________
7. He came for me. ______________

Frame (55)

I h c i

hz e c i ?

e d i

e i d i

e ma d i

e hz d i

e k f e

Frame (56)

I h c$\underline{p}$ i mc btr is transcribed:

The past tense of "chop" is indicated by a ______ under the letter ______.

Frame (56)

I have chopped it

much better.

line

p

Frame (57) The sound of CH

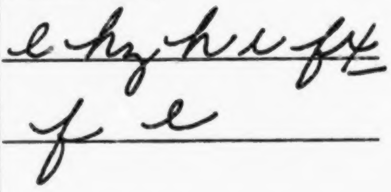
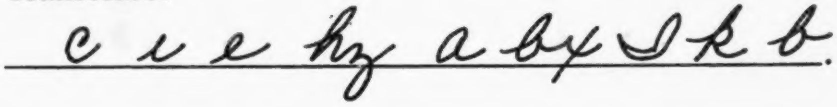
The sound **ch** is represented by the letter ______ since small letter **c** has no phonetic value distinctly its own.

Frame (57)

c

Frame (58)

"He has had it fixed for me," would be written in Stenoscript as: ______________________________

Frame (58) 	**Frame (59)** Go back and circle the high-frequency words in the previous frame. How many are there?____________
Frame (59) five	**Frame (60)** Transcribe:  ________________________ How many high-frequency words are used in this sentence?
Frame (60) See if he has a box I can buy. seven	

CORE GROUP CONCEPT

CORE GROUP CONCEPT

I. INTRODUCTION

During the first year of the Learning Center's existence, the staff conducted a program of upgrading basic study skills and preparing young people for employment in a manner which could be described as educationally traditional in design and implementation. Course offerings included objectives which ranged from "improving" one's self-concept to upgrading achievement levels in grammar. The entire period was characterized by a process of orientation and adjustment which was readily observed by both staff and students. The organization schedule of staff, for instance, changed at least three times; i.e., conventional type directorship, creation of steering committees, dual-headed directorship. Individual staff roles and functions also changed as many times as adjustments were necessary. Curriculum development was also greatly influenced in content, along with procedures of reporting findings. In the area of counseling, it was observed that methods and techniques which were used in the public school system were not effective in the Learning Center circumstance. The result of this experience led to a low degree of contact between the student and the staff in general, a lack of coordination between the Center and the prospective employers, and the absence of a basis for measuring success or non-success.

This period was, however, a necessity for several reasons. One, the student population which the Learning Center attracted was unique for this kind of training (Negro females, 19-21 years of age, high school graduates); two, the staff demonstrated experiences and skills which could only partially be used to define problems and therefore to implement solutions; three, the student population manifested characteristics which were paradoxical—socially they came up to their chronological age, but academically they ranged, in the communication areas, around the sixth or seventh grade level.

One important characteristic was easily identified. The majority of these students fell into one job aspiration category—clerical work. This factor eventually became the basis for major revisions in all program areas.

At the end of this "trial and error" period, the Learning Center staff had reached certain conclusions about **curriculum, approach, method, organization, objectives** and **reporting.** This was possible because the problem was identified and defined. The staff knew that (a) upgrading of basic educational skills (especially the communication skills) was of utmost importance if successful employment was the objective, and (b) it was necessary to provide the kind of social exposure which would surmount the indifference and apathy concerning employment that our students possessed.

In order to accomplish these tasks, the Learning Center altered five areas:

1. curriculum
2. approach
3. method
4. organization
5. objectives

All five of these items, once altered, became operational under the label of core groups. The core group concept is discussed at length in terms of these concepts.

II. CURRICULUM

As stated in the introduction, one of the major items identified early in the project was that most of the students had the same job aspiration—clerical work. Hence, initial staff consideration was to implement a curriculum which would meet this need. This part of the program turned out to be an authentic vocationally-oriented program for prospective clerical workers. It also represented the most appealing part of the program because most of the students perceived the absence of these clerical skills as the only inhibitors to their successful employment. In conjunction with this feeling, the students felt that an upgrading of basic study skills such as English, reading, and mathematics would not be necessary because they had recently received a high school diploma which meant, to them, that they had successfully mastered these skills. However, by Learning Center measurements (the Nelson-Denny Reading Test and the Metropolitan Achievement Tests) these students demonstrated that they had a low probability of passing employment screening devices and therefore of securing permanent employment. When one considers that reading levels were as low as 3.0 grade level on the Metropolitan Achievement Test, it is not difficult to perceive the dilemma faced by the staff. The real challenge then, in curriculum, was to create activities which would satisfy the student's need to participate in a vocationally-oriented program of his choice, and somehow to involve him in a prevocational program which would be intense enough to upgrade the basic study skills.

What emerged was a "straight-laced" curriculum which included six offerings in the clerical area (basic accounting, general business, stenoscript shorthand, Typing I, Typing II, and shorthand); five offerings in mathematics (dealing mainly with fractions, decimals, and percentages); one offering in health (dealing with personal hygiene and grooming); twenty offerings in general reading; twenty offerings in English; and ten offerings in speech plus several miscellaneous offerings in government, general psychology, and retail and wholesale selling.

Considering the dispostion of the students (see above) in relation to what the staff thought was necessary for employment, the curriculum "content" was not bad. There were, however, several major problems which ultimately arose. The most serious of these concerned the inclusion of the so-called "social acuity" courses. Under this label, offerings such as history, psychology, free expression, etc., were taught. The entire objective in teaching these courses was to make the student aware of the major social processes within which he lived. This in turn would give rise to a more employable person because the student would be able to deal with his peers and supervisors in a more "realistic" manner once he or she was on the job. After many attempts it became apparent to those advocates of this proposition that serious attempts, on a short-term basis, to "change" a specific kind of cultural in-breeding by offering broad concepts of social science and psychology would not produce the desired effect. It also became apparent that social acuity courses would have to deal with those specific tasks which would help the student develop behavior patterns which would be most likely to improve his or her employment prognosis. Hence, Learning Center attention turned more and more to things like good grooming, how to answer a telephone, how to walk or sit during an interview, how to speak, etc. The key to the entire concept rested in the fact that one was not asking the student to exterminate those patterns of behavior which he possessed when he came to the Center, but rather to acquire new or alternate habits which he could manipulate to his benefit in an employment circumstance.

One other outstanding aspect which emerged as a major problem in implementing this curriculum was the fact that the student began to demonstrate hunger for "direction" (in the Deweyian sense) which he apparently did not receive under this circumstance. More specifically, the students were permitted to design their own schedules and to attend classes at their own volition. This principle had some intellectual merit under the guise of "free choice," but, in a remedial-educative situation, it ultimately proved unworthy of serious consideration. Hence, steps were taken to furnish a schedule by which all students abided and which consisted of 25 to 35 hours of class per week for each student. Under this new system (to be discussed under the heading, "Methods and Organization"), the curriculum remained basically intact. However, class organization and methods of implementation were changed drastically so that this "direction" could be felt and internalized by each student. The student now knew what his goals were and how to successfully achieve these goals.

In the next section, the "permissive" and "intensive" approaches which were realized at the Learning Center are characterized.

III. APPROACH

It was the purpose of the last section to identify the courses to which the general student population was exposed after the so-called "trial and error" phase had been completed. It shall be the purpose of this section to discuss, in more detail, the approaches that the Center membership assumed to implement this curriculum.

There existed, in the history of the Center, two general modes or approaches toward implementing the curriculum. The first could be labeled the "permissive" outlook; the second the "intensive." The first was characterized by the significant absence of goal-oriented and time-oriented programming. Concerning this position, the instructor simply dealt with the student in relation to the latter's immediate academic or personal problems. No central location for the distribution of information existed. The task, in essence, was to help the student discover his own directional goals and information by "floating" from class to class at his own volition. This kind of permissiveness was given further sophistication by use of the term "self-concept." It was regarded as the ultimate goal of learning. The proposition implied that if one were to discover himself, in an authentic manner, then the mission of the Center would have been accomplished. After several months of experimenting with this general approach, it was discovered that it was almost impossible to measure empirically whether the group had improved in self-concept. Because this was so, it necessarily followed that the staff could not make clear statements about the kinds of education and/or training necessary to help Negro female high school graduates become more employable. This, of course, was one of the Learning Center's major problem goals.

Considering these things, the staff agreed that less attention should be given to the broad or permissive approach and more to an "intensive" or "specific" approach. What may have occurred was the realization that the student population had educational deficiencies so severe that intensive treatment was necessary for progress. A parallel example may be the treatment a doctor would give a patient with a serious malady; he would place the patient in the "intensive-care" unit.

This latter approach was basically in direct contradiction to the former. Here, a time-oriented and a goal-oriented approach was prescribed. The core group itself became the instrument through which the basic studies program was intensified. It was a focal point of total definition of the student's existence at the Center. The primary core instructor (PCI) became completely responsible for his 20 to 30 students. He directed his students in a manner which could be described as fair and firm. The PCI did the scheduling, taught English, reading, general business, etc. He also kept a close watch on the student as he proceeded through his daily menu of activity. He counseled the student in terms of job-aspirations. These are just a few of the many roles that the PCI played in the lives of students. In essence, the core group and the PCI established a focal point for **all** the student's activities.

A comparison of this approach with the non-structured or permissive approach highlights one characteristic element; that is, the core group approach made the operation much simpler in the eyes of the student. The student now knew **where** he was going, **why** he was placed in a particular group, **what** he was expected to achieve, **how** he could secure employment of his choosing. The core group provided a basis for direct instructor-student communication about the business of training and employment.

Now that the general approach which gave birth to the core group has been identified, it is possible to discuss, in specific terms, how this approach was implemented. This will be discussed under the heading, "Method and Organization."

IV. METHOD AND ORGANIZATION

When it had been decided that a more intense approach was necessary to deal with the student population, the next problem was to design a feasible method of organization and instruction which would complement this approach.

The Learning Center staff then created basic guidelines by which its objectives could be reached successfully. The first was concerned with the notion that smaller groups of students would respond more favorably to the curriculum content than would a larger group. From instructor observation and testing, this claim was validated. The second dictated that the students needed close, "hand-to-hand" direction, not rigid supervision. This meant that one instructor would have to become responsible for the student's total activity at the Center. The third directed that the group selection process would have to be based on the student's academic achievement as determined by standardized tests, and the student's stated job goal. The fourth specified that the student should be kept as busy as possible; i.e., eight hours per day, four and one-half days per week, with relevant study and work. The fifth included the concept that the student would respond favorably to a mixed curriculum; that is, a curriculum that included alternate hours of prevocational and vocational work.

The next task became the actual placement of approximately 140 students into seven different core groups. The definitions of these seven groups were as follows:

Core Group Letter	Job Aspiration	Grade Level in Reading and English
A	Clerical	10+
B	Clerical	9 to 10+
C	Clerical	6.5 to 9
D	Sales & Miscellaneous	5.0 to 8.5
F	College Bound	8.5 to 10+
E	Slow-learners, Miscellaneous	−3 to 5.0
O	Ready for Employment, Miscellaneous	

From the above index, it can readily be seen that a large portion of the student body was placed in the clerically-oriented program. Group A consisted exclusively of those students whose achievement levels indicated that they no longer needed a steady diet of basic education, but rather, should concentrate on those courses which would enhance their job skills. Therefore, this group, which consisted of about 20 students, carried a course load of six hours per day, four days per week. Their schedule was pregnant with advanced typing, stenoscript shorthand, accounting, filing, practical office procedures, etc. The latter course (POP) was taught for two hours on Friday which made a total of four and one-half days of work. Their total number of instructional hours per week was 28. Another outstanding characteristic of this group was that their sole need was "polishing" their job skills. In other words, they were on the brink of being labeled "employable."

Groups B and C also consisted exclusively of prospective clerical workers. The one real distinction between groups B and C and group A was that the students in B and C needed work in basic study skills as well as more work in clerical skills. It had been decided, however, that a steady dosage of basic studies would not work as well as a "mixed" schedule would for these students. Hence, for the students in groups B and C, an eight-hour per day, four days per week schedule of alternate hours of stenoscript, reading, filing, business English, math, business vocabulary, and business spelling was prescribed. The other half a day, or Friday, was the same as for group A.

These three groups were distinct in terms of curriculum content, but not in job-aspiration, at least in the degree of difficulty of the material being taught. Two instructors dealt with group A and also taught typing and stenoscript for both groups B and C. One instructor was assigned to group B and one to group C for their core sessions. This pair instructed the respective basic studies program along with the business English, filing, vocabulary, and business laboratory. Business laboratory was conducted one hour per day, four days per week. It was during this time that students had an opportunity to practice the typing and stenoscript theory which had been taught earlier in the day. The overriding advantage of this arrangement was the fact that these four instructors could almost team-teach the three groups, because the three groups were similar in terms of student selection and job goals.

Group D was labeled the basic studies group because it consisted of students who had no set job goals and who needed remedial work in basic studies before they could be considered for gainful employment. Group D also had a four and one-half day week and an eight-hour day except for Friday, which consisted of four one-hour class sessions only.

These students received intensive training in the communications areas (English and reading) along with mathematics (basic computational skills) and group counseling. Counseling was an important part of the student's training, because it was here that his goals became identified and subsequent direction became realistic. In a sense, the counselor became a "feeding" agent since he was able to communicate with the student and report the student's progress to the rest of the staff. This lent substantial support to the process of deciding what the student was to do when his communication and computational skills became satisfactorily developed.

Group F had characteristics that were not shared by any other group. This was the college-bound group that needed work in "test wiseness" (taking college entrance exams), career counseling, some readiness training to prepare for college, and information on how to obtain grants and scholarships.

A higher level of academic achievement and well-defined goals characterized this group. It was especially appropriate that this group came into existence since the Center's primary sponsor was the University of South Florida. In this way, the instructor and the students had an on-going access to any information concerning college entrance, entrance tests, and qualifications, counseling for professional careers, etc.

Group E was also unique in that it consisted exclusively of slow-learners. There was a logic in labeling this group E and not F, in that "F" would have carried a further connotation that it was a "slow" group as perceived by the rest of the student population. The curriculum consisted only of basic remedial training in communication skills and mathematics. An emphasis was also placed upon verbal interaction. The hypothesis was that if this kind of exchange could be developed, it would facilitate the teaching of those elements included in the remedial program.

In the history of this program, there was a time when 20 to 25 students completed the necessary training activities and were "employable," but had not secured employment because there were no jobs available to them in the community. Hence, a separate group was created under the title of Occupational Core. The instructor title was O.C.I. (Occupational Core Instructor). The instructors were, in fact, the project's job counselors. The concept was (1) to provide three hours a day of social acuity training in regard to employment (specific behavioral skills such as: how to go on an interview, what does the interviewer look for, what is the role of the counselor, what is the student's responsibility to the counselor, employer, and himself, how to do follow-up after an interview, etc.); and (2) three hours a day of actually going out on interviews which were commensurate with the student's goals or job aspirations. These students were the elite or the truly employable group at the Center. One technique used to insure that all the other students strove to gain acceptance to this group was to propagandize that this was indeed the "readiness" group and that it was only a short step from this group to good employment. This technique worked, at least in part, for it was apparent that many other students became encouraged about gaining admittance into the O core. The instructors (job counselors) placed five students a week from this group. This, in itself, was a valid measure of its success. Not only did these students gain or win jobs, but they also made teaching easier for the other core instructors because they were no longer liabilities in the classroom. In other words, they were not asked to repeat a training process which they had already completed.

In all, there were nine instructors handling seven groups with an average of 25 students per group. This meant that nine instructors could handle all the basic processes of the Learning Center activity up to 175 to 200 students, not including administrative, fiscal, clerical, or research activities. The writer believes that this type of organization could very easily include the mathematics courses as well as all the other classroom work. In the Center's situation, the mathematics instruction was offered in a different manner. The students traveled to separate rooms for their mathematics instruction. Two mathematics instructors were employed. There was also a separate course under the title of "Discussions." This course was directed by the project's personal counselors and was included in the schedule so that each student received at least two hours per week of personal group counseling. It was here that the milieu of personal problems—family, transportation, child care, absenteeism, discouragement, alienation, racial bias in jobs, etc.—were treated. This course symbolized the single most important component part of this project. The author will discuss the potential of this component under "Recommendations" at the end of the report.

See Attachment I for a complete schedule of these activities.

V. OBJECTIVES

What was the purpose of creating such elaborate arrangements as Core Groups? What were the objectives?

The obvious general goal, of course, was to see that each student had a complete opportunity to learn those things which would render him more employable. There were, however, several limited or short-range objectives which prompted the organization of core groups and which directly related to the stated general purpose.

The first of these concerned itself with the notion that unless accurate weekly records of achievement or non-achievement of our students were maintained, the Learning Center could not do the job for which it was created. This concept implied that daily positive reinforcement of progress was a necessity and that accurate records were necessary to accomplish this. One might ask why perpetual reinforcement was a necessity with high school graduates. The answer lies in the fact that what should have been accomplished in high school was not done—not even to a minimal extent. Therefore, recordkeeping included quiz and test scores in all academic areas, reading progress charts, profiles of attitude development, daily attendance along with lengthy explanation of absenteeism, progress reports from the job counselors, etc. These weekly reports were later compiled into monthly reports and these into eight-week progress reports. The instructors were forced to know as much about the student as was possible. The only realistic way to do this was to create a situation in which one instructor became entirely responsible for the student's total existence at the Center; i.e., core groups.

Another limited or short-range goal included the consideration of time. The core group concept was implemented in September of 1967, with the full knowledge of each staff member that the program would terminate in June of 1968. It became a staff task to help enrolled students, plus as many incoming students who applied to the Learning Center for admission, become fully employable in a seven-month period. Nine months of operation remained, two of which were to be used for reporting purposes. In order to accommodate the 120 students who were enrolled in September, 1967, and the new student population, the staff chose to segment the program-phase into eight-week periods. The first week of each phase consisted entirely of standardized and individual group pre-testing. The ninth week of each phase or cycle, as they were called, was used for post-testing. Hence, only seven weeks of real class instruction existed for each cycle. As it turned out, the eight-week cycle worked out well. Several reasons exist for the successful results. At the end of an eight-week period, the instructors were aware of some very basic things about each student: a judgment of whether the student should continue in the program or be referred to another program which would be more beneficial to him; the probable academic and employment prognosis of each student because he had been placed under this organized "microscope" or "fishbowl" for eight weeks. The cycle system also meant that teachers (Primary Core Instructors) could continue classes with some continuity, for new applicants could be asked to wait for a maximum of six weeks before entering the program. This was a much more efficient alternative than the process of having 50 to 60 percent of one's class constantly floating in and out of the program on an on-going basis. Hence, the core group provided a vehicle by which the student could be "locked" in an intense program, for at least eight weeks, and gain or achieve what four years of high school had not. Not only could the Learning Center serve on-going students but it could also serve incoming students and do the job in a limited amount of time.

One other short-range goal dealt with the total utilization of the Learning Center's resources and facilities, thus serving more students in a more efficient manner. Ten classrooms plus an area for general assemblies were available. These ten included the typing room (equipped with 25 modern typewriters) and the math room, which were both separate from the core classrooms. Library resources included material for three core groups in operation simultaneously. This meant that the six academically-oriented groups (excluding the O group) rotated their core sessions so that each group had equal opportunities to use library resources and classroom space. Three different core groups were in session simultaneously throughout the day. The other three groups were either in steno-typing classes, participating in sessions with the personal counselors, or in mathematics. The slow-learners were not involved as much in switching classes as the other groups were because it was discovered that they performed better if they had only one instructor. The core group concept helped the Learning Center achieve another goal, the proper and total utilization of its resources.

In summary, it is stated that the major goal of assuring that each student had a complete opportunity to learn those things which would render him more employable was made possible through the use of the core group system for three basic reasons: one, it facilitated better recordkeeping of achievement which, in turn, made positive reinforcement possible; two, it helped the Learning Center serve more students in less time; three, it enabled the Learning Center to make use of all its resources.

VI. RECOMMENDATIONS

Any recommendation must be based on a problem experienced in another circumstance. Regarding the implementation of the core group system, as explained, two basic problems were identified. One, the quality or caliber of instruction could have been better; two, the intensity of the system did not allow for enough personal expression on the part of the student.

Number one (quality of teaching) is not intended to criticize, in any way, the teaching of those instructors who participated in the Learning Center program. It is intended, however, to point-up one problem with core group system itself; that is, that one teacher, even though not specialized in every academic area (English, business vocabulary, filing, reading, typing, business English, etc.) was asked to assume the task of being proficient in teaching all these things to one group. This aspect was considered when implementing the core concept in September of 1967, but the other advantages (outlined in the above) of the system over-rode this problem. As it was, the instructors did a marvelous job of successfully reaching their goals. This does not mean, however, that the most ideal arrangement prevailed. It may be assumed that specialists in teaching the culturally deprived those critical academic subjects of math, English, and reading may have done a better job. The instructors who did teach English at the Learning Center had student achievement percentage of about one full grade level for each 8- to 16-week cycle. If this teacher were permitted to "specialize" in just one area, English, perhaps two full grade levels could have been achieved during the same period. For this reason, it is recommended to free teachers so that they may concentrate on their strongest areas of competency.

The second problem concerned itself with lack of personal expression for which the core system seemed to disallow. The reasons for this have been explained in the body of this article. Very simply, because of time, primarily, the program was extremely intensive in nature. For this type of student, meaningful activity and plenty of it is extremely important. At the same time, it is equally important to build into the program design allowances for the expression of problems as they relate to home, work, and study. This should be done in a group, if possible, and be handled by job counselors. If this were done, the main object of the care system could still be maintained; i.e., "focus" on each student while at the same time allow personal expression.

An illustration of this kind of system can best be described by following the fictitious schedule of student A. Assume that this student is a clerical student and has therefore been assigned to follow a clerically-oriented schedule. First of all, her job-personal counselor, being responsible for all the administrative work as it affects the student in his group (scheduling, filling-out application forms and general information forms), has already determined this young lady's schedule. Her schedule under this new modification of the old core system would run as follows:

EXAMPLE

8-9 Student A meets with her job-personal counselor to discuss, in a group, any absences, poor conduct charges or poor class performance, plus any administrative changes that affect the student (no loitering in the halls, etc.)

9-10 Student A goes to typing with this same group where a teacher, who teaches only typing and steno, will instruct her.

10-11 Student A reports to business English where an English "specialist" will teach this course.

11-12 Student A reports to reading; again, a "specialist" is teaching this course.

1-2 Student A reports back to her job-personal counselor. During this session, the basic trends of discussion should concern work and home problems.

2-3 Student A reports to stenoscript.

3-4 Student A reports to mathematics.

4-5 Student A reports to business lab.

The role of the job-personal counselor in this kind of organization would be an extremely vital one. For it would be he who would be totally responsible for the student's existence while in the program. He would be constantly receiving reports from other instructors on the student's behavior and performance in class. This information could be dealt with in an objective manner during group discussions. This is not the only kind of thing that the counselor's core group could consider. As an example, they could discuss such relevant issues as: why standardized tests are used; what they mean; why reading is important; one's responsibilities in a social group (with the existing "mini" group used as an illustration); why good grooming is important, etc. In other words, this area called social acuity could find its impact in the job-personal counselor's core group.

As stated in the beginning of this portion of the article, a recommendation is based on an experienced problem and is often idealistic. The recommendation that we put forth here would require the following staff alignment to serve 120 students.

A. 8 job-personal counselors with no more than 15 students per group

B. 3 business instructors to teach typing, stenoscript shorthand, and business vocabulary

C. 2 reading instructors

D. 2 English instructors

E. 2 mathematics instructors

F. 3 supporting teachers

Total 20

The academic instructors would teach from four to eight hours a day with each of the eight groups rotating in and out of their classes, as whole groups, throughout the day. This type of set-up would require much vigor and stamina on the part of both counselors and instructors. For, while the instructors were teaching, the counselor would be required to gather and to analyze all of the information available to him in order to prepare for his core sessions. This reporting and analyzing would have to be done on a daily basis.

Under this new core system, three very important things would be allowed:

1. "Focus" could be placed on the student, as described in the original core system.

2. "Specialists" could teach in vital areas such as reading, English, and mathematics.

3. Work, study, and home problems could be fully discussed so that realistic solutions could be attained.

ATTACHMENT I

Sixteen Week Cycle Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8 9	Core A, B Discussions D Typing C	Core A, B Discussions F Typing C	Core A, B Discussions D Typing C	Core A, B Discussions F Typing C	Social Acuity E Social Acuity E Practical Office Procedures A, B, C Job Preparation D, F
9 10	Core A, D, F, O Typing B Math C Discussions E	Core A, D, F, O Typing B Math C Discussions E	Core A, D, F, O Typing B Math C Discussions E	Core A, D, F, O Typing B Math C Discussions E	Social Acuity E Practical Office Procedures A, B, C Job Preparation D, F
10 11	Core A, C, O Math B Civic Skills F Occupa. Couns. E	Core A, C, O Math B Civic Skills D Occupa. Couns. E	Core A, C, O Math B Civic Skills F Occupa. Couns. E	Core A, C, O Math B Civic Skills D Occupa. Couns. E	Testing A, B, C, D, E and F
11 12	Core B,C,D,F,O Reading E Discussions A	Core B,C,D,F,O Reading E	Core B,C,D,F, O Reading E Discussions A	Core B, C,D,F,O Reading E	Assembly A,B,C,D, E and F
1 2	Stenoscript A,B,C Math D Language E Core F	Stenoscript A,B,C Math D Language E Core F	Stenoscript A,B,C Math D Language E Core F	Stenoscript A,B,C Math D Language E Core F	STAFF & PCI MEETINGS
2 3	Core B, C, D Business Lab A Mathematics F Language E	Core B, C, D Business Lab A Mathematics F Language E	Core B, C, D Business Lab A Mathematics F Language E	Core B, C, D Business Lab A Mathematics F Language E	STAFF & PCI MEETINGS
3 4	Core D, F Accounting A Business Lab B Math & History E Discussions C	Core D, C, F Accounting A Business Lab B Math & History E	Core D, F Accounting A Business Lab B Math & History E Discussions C	Core D, C, F Accounting A Business Lab B Math & History E	STAFF & PCI MEETINGS
4 5	Business Lab C Social Acuity E Discussions B	Core B Business Lab C Social Acuity E	Business Lab C Social Acuity E Discussions B	Core B Business Lab C Social Acuity E	

VOCATIONAL COUNSELING

AND

JOB PLACEMENT FOR THE NEGRO

Chapter I

The Negro Unemployment Problem

Never has the world experienced an economic expansion like that of the past few decades. The United States is considered the strongest beneficiary of this unprecedented growth and development. The constant increase in yearly income, national productivity, average life span and leisure time, coupled with a continuous decrease in disease, hunger, illiteracy and unemployment, has led many to believe that we shall soon realize the Utopian society envisioned by writers of the 18th and 19th centuries.

Perhaps this supposition is true if one discounts war and racial upheaval, increased crime and suicide rates, and extremists in the current social and political arena. One major flaw in the theory of the upcoming "perfect society" is that the equality and fraternity of man does not exist. There is a large gap (the familiar "cultural lag") in the opportunities available to the different races of our country. Employment statistics indicate the existence of this breach.

> "Full-time, year-round employment expanded 1.6 million to a total of 48.4 million in 1965. Negro men accounted for 20 percent of the increase in full-time, year-round employment among men, even though they made up only 10 percent of all men who worked. Even with this improvement, only 58 percent of the Negro men worked full-time the year round compared with 68 percent of the white men. . . .(page 1,369).
>
> "Negroes, who made up only 11 percent of all persons who had worked at some time in 1965, accounted for 23 percent of those unemployed 15 weeks or more, and about the same proportion of persons who had three spells or more of unemployment during the year. . .(page 1,370.)
>
> "But among Negroes there was little difference among the three occupational groups (white collar, blue-collar, and service workers). More than one-third in each group were unemployed 15 weeks or more, proportions substantially greater than among jobless whites. In particular, unemployed Negro white-collar workers were nearly twice as likely as whites to be out of work 15 weeks or more. . .(page 1,372).
>
> "The proportion of white women working during the year has trended steadily upward, from 39 percent in 1950 to 47 percent in 1965, while that of the Negro woman has fallen slightly to 56 percent. . .(page 1,376)."[1]

The above excerpts, drawn from but one issue of one government publication, indicate the seriousness of this situation. Negroes of any sex, age, or educational background are much more likely to be unemployed and to remain unemployed longer than their white counterparts. Anyone with an interest in reading this report is undoubtedly aware of the numerous literature which indicated this to be an undeniable fact.

With a recognition of this problem in mind, this writer presents the activities of one agency, the University of South Florida Learning Center for Personal Employability, and its efforts to solve the problem. Specifically, this report cites the philosophy and methodology of the vocational counseling arm of the agency.

---

[1] Special Labor Force Report No. 76, "Work Experience of the Population in 1965." U.S. Department of Labor, Reprint No. 2515, December, 1966.

Chapter II

Reasons for Counseling

In the introductory section of this report it was established that the Negro is hampered by unemployment. One reason for the existence of the problem is obvious—racial discrimination. A country that generally accepted the concept of slavery a mere 120 years ago, and lived with this concept since its inception, is not likely to grant its one-time slaves full and equal recognition much quicker than it recognized and eliminated the overt shackles of slavery. Again, cultural lag creates a climate unconducive to the Negro's successful search for employment.

But it is extremely dangerous and incorrect to assume that racial discrimination is the prime cause of Negro unemployment. By doing so we negate the humanity of man, the conscience of our country, and the practical logic of the individual. At this point it becomes obvious that there exists another, perhaps more serious, reason for the problem. This reason lies not within the white community as might be assumed, but within the social and cultural inheritance of the Negro.

It cannot be denied that this cultural inheritance has been strongly influenced by white society. Centuries of slavery, created and institutionalized by the white man, have relegated the Negro to a position of cultural inferiority. The philosophy of personal pride and social worth was not allowed to exist. Most Negroes were totally ignorant of the dignity of man.

In many respects the Negro was trained in the same way as the elephant. A steel band is fastened around one leg of the newly captured elephant. A heavy chain locked to the band is securely fastened to a very heavy stake which is driven deep into the ground. The strength of many elephants would be required to jar the imprisoning mechanism even slightly. The animal soon learns that escape is impossible. Repeated efforts to break the chain or pull the stake loose are unrewarded, and the giant finally accepts his plight and dismisses any hope of successful escape.

After this indoctrination period, it is no longer necessary to use a heavy chain or a deeply mounted post to contain the animal. A light wooden stake driven one or two feet into the earth and an attached length of rope accomplish the same task. Although escape is now very simple, the elephant no longer thinks of making the effort, as failure was the only result of the past attempts. He is conditioned to captivity.

Such is the situation of the Negro today. Figuratively speaking, the light stake and easily breakable rope imprison him. His past failures to escape, and his present attitude toward the idea of escape, are expressed in a condemnation of the stake or, in this case, racial discrimination. He lacks spirit because of his belief that it is impossible to eliminate the discrimination. He blames his lack of continued effort upon conditions which existed in the past and not upon conditions which may currently exist.

In terms of employment, this negative philosophy is manifested when failure to obtain a job is related to prejudice against skin color rather than to personal handicaps and inadequate abilities.

Thus it becomes the task of the vocational counselor to attack and to eliminate this predisposed assumption. Although obvious examples of discrimination occasionally occur, the counselor is in a very weak position to correct these examples. The more reasonable approach is to recognize and to disregard this minor element, and to attempt to solve the major problem of unrealistic personal evaluation. The fact that the white governmental power structure guarantees the Negro equal rights does not automatically make him equal. The whole person is a collection of his component parts; if the parts are weak, the person is weak. The vocational counselor must help the student recognize his handicaps, find pride in his attributes, and gain a realistic impression of his environment.

Chapter III

Methods of Vocational Counseling

The most efficient approach to a description of methodology is to present an historical review of the various vocational counseling efforts practiced at the Learning Center. The fact that different methods were used indicates that some were more effective than others. Through a two year process of trial and error several different approaches to counseling were attempted. Each change was progressively more successful.

The first method used was completely non-directive. During the formative stages of the Center's counseling activities, students were informed that counselors were available whenever students felt the need for counseling. Counselors were available for guidance in five vocational areas—distributive, business, health-related, civil service and industrial.

Students were directed to contact the counselor who represented their chosen area of employment. No attempt was made to direct the student toward any particular vocational choice. He made this decision on his own, and contacted a counselor only when specific vocational information was desired.

In theory, this approach appeared to be practical, realistic, and equitable, but in practice it failed to produce the desired responses. The approach was impractical because only the most advanced students were ready to seek specific vocational information. These students were the ones who least needed guidance. In many cases they already possessed the self-assurance and outgoing personality which should be the result of effective counseling, not necessarily the characteristics of a person initially being counseled.

The approach was unrealistic because it credited every student with the ability and capacity to personally select his vocational objective. Conversation with students indicated that the majority were undecided about the area of employment they wished to enter, and consequently found it difficult to approach a counselor for information without feeling ignorant or unprepared.

The approach was inequitable because very few students sought or benefited from counseling. Many students selected a counselor because he seemed friendly, he would listen to personal problems, he wasn't threatening, or for various reasons unrelated to the fact that the counselor was a specialist in a particular occupational area. Students changed career objectives whenever a breach in friendship occurred. In other words, the identity of the counselor became more important than the identity of the job goal. Some counselors were swamped with clients while others remained comparatively inactive. Although several impressive counseling successes occurred, the majority of the student body remained untouched.

As soon as this problem was noted, efforts were made to alleviate the difficulties without changing the basic structure. Incoming students were queried as to what type of work they would enjoy, and were then formally introduced to the counselor in the identified area. Counselors announced specific times when they would be available for assistance. Instructors recommended that certain students with obvious problems see a specific counselor at his earliest convenience. These and other similar efforts were introduced in order that a non-directive philosophy would initiate a change and produce a situation wherein every student would regularly engage in vocational counseling. Unfortunately, most of these efforts were in vain; after several months of Learning Center operation, hardly one-third of the student body had had more than an initial contact with a vocational counselor. The non-directive approach was failing to reach most of the students.

The problem was accentuated because very little initial personal information was available to the vocational counselor. The original philosophy of the Center was that test and measurement devices might cause the staff to prejudge the student. Counselors, therefore, entered the counseling session with an appalling lack of information about the client. Subjective judgments by other staff members who were frequently only mildly acquainted with the student were the counselor's only aids. Nearly all practical information required for proper guidance had to be offered by the student. The popular Kuder Preference Test was administered, but was of little assistance in establishing a useful overall profile. In general, an unhealthy climate prevailed. Counselors complained of having little effective contact with the students, and the students complained of not receiving helpful guidance. A serious block in communication existed.

Efforts to eliminate the communication gap produced two activities—achievement testing and informational devices, and group vocational counseling. The testing and information devices helped the counselor assemble a more accurate picture of the student's present academic abilities, his past work experiences, and his future aspirations.

It would be very difficult for a mechanic to repair an engine without a working knowledge of its component parts. The counselors were permitted to obtain specific student information through prudent use of the new devices. Just as the mechanic would not attempt to repair an engine without first examining it, the counselor could not solve problems or make judgments until a thorough personal evaluation with the student had been completed. Weaknesses are rarely recognizable in structural design; they become evident through individual performance.

The second activity—group vocational counseling—was carefully structured and presented for one hour each morning. A brief description of this course is outlined in the following pages.

March 30, 1967

MEMORANDUM

TO: Curriculum Committee

FROM: Sherman Thompson

SUBJECT: *Occupational Exploration Program*

Request that a course, *Occupational Exploration*, be opened

1. Course content—see attached
2. Duration—seven (7) weeks
3. Instructor—Coordinators and Community Relations
4. Need for the course—to insure personal employability
5. Meeting time, day and room—9 a.m.—10 a.m., MTWRF, Room 260, large area
6. Anticipated enrollment—total student body (mandatory)
7. Total weekly hours—5 hours
8. Recruitment procedures—required attendance
9. Materials needed—blackboard and chalk, individual instructional needs
10. Opening day of class—April 3, 1967
11. How class will be evaluated—continuous job placement

FIRST WEEK—SUBJECT: *Your Career*

	INSTRUCTION	STUDENT ACTIVITIES
Key to local area then expand to city and state	General Orientation and Evaluation 1. Explanation of Occupational Exploration 2. Questions about job interests 3. Brief discussion on job opportunities in this area 4. Ask Various questions to stimulate student thinking 5. Testing	Make appointments, group or individual, to seek information about proposed career interests. Student exploration through selected bibliography
Small groups in terms of interests	Complete Orientation Follow-up career interests by breaking class into small groups—discussing some of the good and bad points about some jobs that interest the group.	Continued opening appointments to probe in depth the requirements for the job career that interests the student. Guest speakers in specialized areas.
Expand testing to include more extensive testing of aptitudes. Kuder measures interest; we need aptitudinal measure—let's get the high school transcripts, too. Some want to go to college and cannot, I'm sure, be admitted.	Explore in detail some of the jobs and their requirements—such as education and aptitude, etc. Make arrangements for coordinators in the five major areas to receive their groups.	Report to coordinator assigned in the field of your career interest. NOTE: This does not mean that the student cannot change his interests. He should be advised to do this freely and encouraged to do so.

SECOND WEEK—SUBJECT: *Vocational Interests*

	INSTRUCTION	STUDENT ACTIVITIES
	1. Make appointment for field trip 2. Arrange for bus to accommodate the entire class 3. Tour of Tampa's working world	Set date with coordinator for second trip
Need field trip to USF library to point out how to use, and how to find books in area of their interest	1. To inform students of what places they can visit in your field 2. The purpose of such a visit 3. Plan for the trip	Prepare a list of questions concerning the things you would like to include about the places you visit
	Make the trip	Take notes and ask questions

THIRD WEEK—SUBJECT: *Job Preparation*

	INSTRUCTION	STUDENT ACTIVITIES
Government can be used as separate phase or part of General Business	1. Job Interviews a. how b. what to expect c. appearance	Take notes and ask questions
Depth interest probe	1. Advise on jobs; interviews 2. Confirm career interest 3. Attempt to match student interest with vocational interest	Ask questions

Each Category same as previous day.

FOURTH WEEK

	INSTRUCTION	STUDENT ACTIVITIES
Check basic skills against job requirements. Suggest leader in field be used to orient students as well as basic instructor regarding needs in field	Explain job qualifications. Give aid to the student seeking a job. Arrange for testing if necessary in career interest	
Same as for previous day	Inform students of: 1. Required education 2. Experience or apprenticeship 3. Working conditions 4. Desirable personality traits	
Need of community for this type; no dead end; how to get promoted; additional skills needed; next step to advancement	5. Physical requirements 6. Salary 7. Remind student that he can still change his mind	NOTE: 5 and 6 and 7 weeks if necessary until student is placed

This Occupational Exploration program was deemed successful because it was the first time that all Learning Center students were exposed to vocational counseling. All counselors were involved in presenting this course, which helped them to become better acquainted with the students. The "windshield tour" and other facets of the curriculum were used in a subsequent program, which is presented later in this report.

The above activities were well received by students and counselors, but the basic conflict between the non-directive and the directive approach to counseling had not been resolved.

Changes in administration, job description, academic involvement and financial conditions produced a situation in which the directed approach to counseling became almost a necessity. Reasons for these changes are treated in other sections of this overall report, and it is only necessary at this point to relate the results of these changes:

1. Students' required hours of classroom attendance doubled.
2. The number of full-time students increased approximately 40%.
3. The number of vocational counselors was reduced from five to two, mainly due to financial cut-backs.
4. Curriculum was "packaged" in an eight-week cycle, with no new students to be admitted during cycles.
5. The general philosophy of the entire Learning Center became more "time-oriented."
6. The "Primary Core Group" concept was instigated.

The two remaining vocational counselors were faced with the problem of fully serving the needs of 140 full-time students—not only as counselors but also as job placement coordinators.

Obviously the only way to function under these conditions was to create a highly structured environment where a minimum amount of contact would produce maximum results. The counselors also felt a need to become fully acquainted with every student. The former method of having a specific area of interest was abandoned. Both counselors handled all areas of employment. In the past it was possible for each counselor to work independently, but now absolute cooperation between the counselors was essential.

The only fair way to equalize the counseling load was to split the population randomly down the middle. Each counselor then devised an appointment schedule which required each student to contact his assigned vocational counselor at least once each week. The length of the interview depended upon the content of the counseling session. The counselor completed a written form[2] on each session, a copy of which was forwarded to the student's central file. This made it possible for the Primary Core Instructor or any other interested staff member to become cognizant of the student's current vocational activities.

---

[2] See p. 246

STUDENT ASSESSMENT FORM

DATE____________________

NAME ____
(last) (first) (middle)

Core Group_______ Phone No.__________ Marital Status_______________

No. of Children_______ Date Entered Center__________ Transportation? Yes No

Job Title Recommendation:______________________________

Instructor Observations

(Code: 5 = highest; 1 = lowest)	5	4	3	2	1
Attitude					
Motivation					
Enthusiasm					
Speech					
Appearance					
Dependability					
General Maturity					
Convey's Image of Self Confidence					

Job Readiness

	5	4	3	2	1
General Accuracy and Ability to Follow Directions					
Typing					
Shorthand					
Attendance					
English					
Math Skills					
Social Skills					
Legibility					

Other Comments (list strengths or weaknesses)

____

____

____

____

____

____
Instructor

The original form was retained by the counselor to assist him in ensuing discussions, following current activities, and noting changes in attitude, appearance, etc. The form also assisted the counselor to determine which students were best prepared for placement.

Efforts were made by all staff members to ensure that appointments were religiously observed. Once the habit was established, very few students failed to be at the appointed office on time. If the student was not in need of extensive guidance, the session was brief; but if a problem was apparent the counselor attempted to isolate it quickly and to help the client form an understanding that would lead to a personal solution. For example, if a young lady had a personal hygiene problem she would be advised to bathe more often and to use a (better) deodorant.

On many occasions the sessions became incisive and frank. But there were few instances of resentment because the student recognized attempts to help him. The student must first be convinced that the counselor is totally concerned and deeply interested in his personal, social and vocational welfare. If this task is not accomplished, the above approach would fail.

The reader should note that the counselor does **not** attempt to assume the role of the psychiatrist. Learning Center counselors lack the professional training or experience to attempt such action. But the counselor can be an instructor and an honest friend, vitally concerned about the welfare of the individual.

Student reaction to this counseling theory was highly favorable. As all were required to attend a counseling session, and all were treated fairly and honestly, there was no feeling of resentment. The counselor was allotted a definite time to perform a definite service for a definite individual. If a valid personality conflict developed, the student was allowed to change counselors. If a counselor felt that his "partner" could be of more assistance to a particular counselee, a transfer was easily arranged. Consultations between the two counselors solved problems that were too unwieldy for one to handle. In short, this system was an efficiency expert's dream come true! Both counselors were pleased with the results, and recommend this system to others who are involved in a similar situation.

After the system was functioning smoothly, the counselors developed a formalized job preparation program to utilize the favorable aspects of the occupational exploration program mentioned earlier in this chapter. A full description of this course is presented on the following pages.

JOB PREPARATION

CURRICULUM DESIGN, CONTENT, AND CONCLUSIONS

January 3, 1968

INTRODUCTION

After many months of vocational counseling and placement effort, the continuous problem of limited job preparation still existed. Employers indicated that applicants did not seem "ready" for employment, and students were confused and frustrated by job interviews. Although many students had the required academic and technical skills, they failed to obtain full-time work.

In an effort to alleviate this chronic situation, the vocational coordinators designed and presented a course in job preparation. The title, "Job Preparation," designated instruction in areas other than specific academic and technical training. The curriculum was designed to help the student understand and/or eliminate personal traits which hampered his employability. Areas of main concern are indicated in the course outline.

GENERAL OBJECTIVE

The main purpose of this course is to instill behavioral traits which will broaden the student's self-concept and enhance his competitive employability. The vocational coordinators feel that many potentially good applicants are not hired because they are unaware of the requirements of today's labor force. The coordinator's task, therefore, is to acquaint the students with those vital facts which most people learn through experience. The following curriculum outline designates the plan of attack.

COURSE DESIGN

November 10—First Session

- I. Employment attitude
  - A. Employer expectations
  - B. Employee expectations
  - C. Job entry significance
  - D. Employer's rights
  - E. Employee's rights
  - F. Realistic and practical goals
  - G. Personality

November 17—Second Session

- II. General appearance
  - A. Acceptable dress
  - B. Acceptable grooming
  - C. Importance of good health

December 1—Third Session

- III. Field trip
  - A. Business exploration
  - B. Tours of potential employment locations
  - C. Local employment information

December 8—Fourth Session

- IV. Employment interview (guest lecturer, Mr. Frank Dessesseau, Assistant Manager, J.M. Fields Department Store)
  - A. Information preceding interview
  - B. Importance of punctuality
  - C. Discovering what the interviewer desires
  - D. Asking questions for information
  - E. Defining initial responsibilities and commitment
  - F. Using information obtained during interview

December 15—Fifth Session

- V. On-the-job observation (assign students to related work sites by career objectives)
  - A. Examples:
    1. Clerical students will observe secretaries at the University of South Florida.
    2. Health-related students will visit Tampa General or St. Joseph's Hospital.
    3. Distributive Education students will observe at Sears.
    4. College prep students will visit classes at the University of South Florida.

COURSE CONTENT

First Session:

A one-hour lecture was presented using the general topics indicated in the course design. Students were requested to stop the lecturer at any time for questions or further information. They frequently did so. The usual method was to ask the students a question, receive an answer, and to expand upon or correct the answer. The groups appeared interested and stimulated by the discussion. At the conclusion of this discussion, a summary sheet was presented to each student. A short quiz one week later indicated that most students benefited from the lecture. The summary sheet from the first session follows:

Employment Attitude

I. Employer Rights and expectations

An employer has the right to expect an employee to perform in acceptable manner according to standards of conduct. Some of these standards follow:

A. Being responsible; being reliable and conscientious; being dependable; being courteous and polite; being punctual.

B. Having loyalty, honesty and respect; having genuine concern for the welfare of the company; accepting responsibilities and assignments with a smile; respecting rules and regulations.

C. Possessing the ability to do the job; knowing the skills and having the required academic training; working as neatly and quickly as possible.

D. Presenting the correct image; practicing good grooming, proper dress, and cleanliness; practicing proper personality and social behavior.

E. Having ambition, initiative, and the desire to improve; doing more than is actually required.

II. Employee Rights and Expectations

An employee, too, has certain standards of conduct that he can expect from his employer. Some of these standards are:

A. Expecting a fair exchange for services, a salary equal to the work done and fringe benefits received by other employees.

B. Expecting decent working conditions; for example, good lighting and ventilation, safe work area.

C. Expecting respect, honesty and loyalty; having a clear understanding of the relationship between employee and employer and the reasoning behind any change in wage or position.

D. Expecting recognition of good work done above that which is required.

III. "Job Entry" Significance

A "job entry" position is a job in your chosen area which will eventually lead to your employment goal. It is a starting point, and may require you to do certain work which is not directly related to your goal.

IV. Realistic and Practical Goals

- A. Explore all work opportunities.
- B. Judge your own capabilities, and consider the advice of your teachers and friends.
- C. Don't be afraid to change your mind.
- D. Don't set your goals too low or too high. Fact: Statistics show that most people do not pick a stable vocation until age 26, and then change jobs about three times after this date.

V. Personality

- A. Smile.
- B. Don't bring your problems to work.
- C. Don't make others unhappy just because you are unhappy.
- D. Consider what other people think of you.
- E. Locate your weaknesses and try to correct them. Fact: Why are people fired? Only 10% because they lack the skills; 90% because they are careless, lazy, discourteous, uncooperative, dishonest, etc.

Second Session

The lecture approach was also employed for the mental and physical appearance portion of the curriculum. After the discussion, several students were called forward to illustrate good and poor appearance. All students had been instructed during the previous week to dress for a job interview. Therefore, there were no glaring examples of poor appearance and no one was embarrassed. The following summary was distributed:

General Appearance

I. Acceptable Dress

- A. For the job interview
    1. Clean, neat and attractive, yet simple (high fashion styles and very dressy wear is not appropriate)
    2. Examples: Conservative suit or dress, hose (no fishnet), medium heels, gloves (optional), and no hat.

B. For the job

1. Same as for the interview if for public work and where a uniform or smock is not required.

2. Where a uniform is required be sure it is clean and ironed; well-fitted; free of soiled spots, rips, and tears.

II. Acceptable Grooming

A. Do:

1. Use make-up moderately and neatly

2. Have your hair clean and neatly arranged with a style that's becoming.

3. Polish your shoes

4. Keep your nails clean and trimmed.

B. Don't:

1. Style high-fashion hair-do's.

2. Use excessive make-up.

3. Wear excessively long finger-nails.

4. Use gaudy finger-nail polish.

5. Wear run-over heels.

Note: The key words to acceptable dress and grooming are CLEAN, NEAT, and MODERATE.

III. Personal Health and Hygiene

A. Importance of good health

1. Be mentally alert.

2. Be dependable.

3. Be productive.

4. Be cheerful.

B. A list of good health habits to practice

1. Bathe daily or more often if necessary.

2. Brush teeth a minimum of twice daily.

3. Apply deodorant following each bath.

4. Wash hands before eating.

5. Eat three well-balanced meals each day which include a total of:

    (a) two or more glasses of milk
    (b) two or more servings of meat or protein substitute
    (c) four or more servings of breads and cereals
    (d) four or more servings of vegetables and fruits
    (avoid snacks)

6. Sleep at least 7 - 8 hours each night.

7. Visit your family doctor twice a year and your dentist at least once a year.

8. Drink 6 - 8 glasses of water daily.

9. Keep physically fit by sufficient daily exercises.

10. Develop good mental and emotional attitudes.

C. When sickness occurs:

1. If you know you are ill, call your employer before it is time to report to work.

2. If a member of your immediate family becomes ill, first try to make arrangements for his or her care, then inform your employer of your problem with complete explanation of course and action taken.

Third Session

The field trip was one of the most time-consuming elements of this course. The trip was a "windshield tour" of the City of Tampa. Three buses carried about 100 students on the five-hour trip which covered 87 miles. Learning Center instructors acted as guides and pointed out 53 particular locations of vocational interest. A brief description of each firm or business was presented at the location.

Timing was important as the tour was to arrive for lunch at the University of South Florida campus at noon. Westshore Plaza Shopping Center, a new facility in Tampa, was also toured. The coordinators felt it wise to map and "drive-out" the trip beforehand and were rewarded by a carefully planned and specifically followed tour. Materials presented to the staff and students follow.

FIELD TRIP

Points of Interest

1. Curtis Hixon - seating capacity of 8,000 - convention hall - entertainment, sports events
2. Tampa University - enrollment over 2,500 - private, 4-year - Liberal Arts College
3. Florida State Fair Grounds - annual State Fair
4. Dunn and Bradstreet, Inc. - local branch of National Brokerage firm - sells stocks and bonds - experienced secretaries are hired
5. Davis Island - high priced residential district
6. Gordon Keller School of Nursing (and dormitory) - training institution for health-related fields
7. Tampa General Hospital - nurse's aides, diet aides, orderlies, R.N.'s, L.P.N.'s, ward clerks, x-ray and lab assistants, clerk typists - many positions require County Civil Service test - $1.18 per hour, up - hire male and female - apply through their Personnel Office
8. Florida Steel Corporation - steel manufacturing and fabrication - male and female - plant help, clerks, typists; basic intelligence test given - $1.65 up
9. Project Hopeful - government agency designed to improve educational level
10. Channel 13 - WTVT-TV; local television station - employs secretaries and specialized help
11. Tampa Electric Company - hires both male and female - clerks, typists - line men - currently considering six Learning Center students for clerical jobs
12. Dale Mabry Shopping area - various food service and department stores - starting wages are usually $1.40 per hour. Both male and female hired
13. Plant High School - hires clerks in office
14. Britton Plaza - J.C. Penney, Belk Lindsey, Grant's, Woolworth's, Lerner's, Publix, Western Auto, Dipper Dan and many others - at least 1,000 people are employed in this area
15. Liquor Distributors and Sunshine Biscuit Company - supplies liquor for all local liquor stores. Hires some office help and male drivers
16. Standard Oil Company - supplies for local stations
17. Gulf Oil Company - supplies for local stations
18. Shell Oil Company - supplies for local stations

19. National Gypsum - makes wall board - 100 people - production line, all male - $2.23 an hour - non-union

20. Atlantic Coast Line - main office of this railroad

21. Westinghouse - this is a new plant now under construction - watch for potential employment opportunities

22. Zayre, J.M. Fields Department Stores - hire sales clerks, janitors, cashiers - average wage of $1.50 per hour

23. Beach Park Residential Area

24. West Shore Plaza Shopping Center - the mall - at least 1,500 people employed here (short tour)

25. Jim Walter Corporation - home builders, Celotex company, banks - clerk typists, construction jobs

26. Montgomery Ward's - one of Tampa's largest department stores - sales and stock clerks, cashiers, clerical and janitors are employed. Average wage $1.40 per hour

27. Southwest Florida Tuberculosis Hospital - employees same as a general hospital - R.N., L.P.N.'s, nurse's aides, orderlies, lab assistants, x-ray technicians, diet aides, maintenance, etc.—$1.25 per hour and up

28. Tampa Stadium - new $2 million sports facility - 42,000 seating capacity

29. Drew Park Industrial Area - light manufacturing companies - lots of room for job exploration

30. Honeywell, Inc. - makes electrical parts - government contract work - good wages - experience required in most areas

31. Northgate Shopping Center - at least 1,000 people work here, mostly in sales - minimum wage and up - male and female

32. Pennsylvania Transformer Company - makes large electric transformers - $1.65 per hour - male help

33. Schlitz Brewing - some clerical - union - makes beer

34. Globe Union, Inc. - makes large batteries - union mostly - some clerical - good pay

35. Busch Gardens - tourist attraction and brewery - mostly males - union

36. Holt Floor Machines - manufactures floor polishers for 16 companies - male plant help - $1.75 per hour to start - about 30 employees

37. Thatcher Glass Manufacturing Company - glass containers, bottles, jars, - 150 employees, 60% female - $2.11 per hour starting pay - assembly line work

38. Lunch at the University of South Florida

39. Temple Terrace Shopping Center - similar to other shopping areas

40. Concrete Plants - make building products for construction firms

41. Tampa Wholesale Company - central employment office for all Kash & Karry Stores - cashiers, stock clerks, etc. - $1.45 per hour, up

42. Byron Elementary School - office clerks

43. Sears, Roebuck & Company - sales clerks, office help - $1.50 per hour, up

44. East Gate Shopping Center - over 1,500 employees here - all types of jobs, especially sales jobs

45. Columbus Plaza - new shopping center

46. Zayre - similar to other department stores, but qualifications are not so rigid

47. Lykes Brothers Meat Packing Company

48. Singleton Packing Corporation - assembly line work - $1.45 per hour

49. Ralston-Purina - animal feeds - drivers - plant help

50. Ybor City - Tampa's Latin Quarter

51. Florida Portland Cement - only cement produced in Florida

52. American Can Company - makes tin cans - clerical jobs for females

53. Cigar companies - various local concerns

Fourth Session

The topic "The Employment Interview" was amply covered by the assistant personnel manager from J.M. Fields Department Store. Mr. Dessesseau was thoroughly familiar with problems that face Negroes when applying for jobs, and presented an excellent lecture to assist the students in overcoming these problems.

The coordinators have found that employers are usually willing to speak to our students on any topic we feel may benefit them.

A list of "Reasons Why People Aren't Hired" was then distributed. Students were requested to identify and then to eliminate from their attitudes those items which were causative in preventing their employment.

Fifth Session

The Fifth and most time-consuming session consisted of assigning the majority of our students to observe, for several hours on a Friday morning, the actual work being done by persons employed in the student's vocational interest area. Over fifty employers were contacted, either in person or by telephone, and twenty-seven agreed to participate. Observation assignments were as follows:

Number of Students	**Observation Place**
2	Belk Stores
2	Falk's Department Store
2	Penney's Stores
3	Sear's Personnel Office
1	Community Federal Bank
3	First Federal Savings and Loan
8	Tampa General Hospital
5	St. Joseph's Hospital
4	S.W. Florida TB Hospital
1	St. Joseph's Nursing Home
5	Gordon Keller School of Nursing
1	Office of Dr. F.A. Smith
2	Myers Dental Laboratory
3	Adult Technical School
3	Tampa Public Library
3	American Can Company
3	Florida Steel - Operations Department
3	Aetna Insurance Company
3	Dunn & Bradstreet
8	WTVT - Television Station
1	USF Placement Office
1	USF Education Building
2	USF Procurement Office
2	USF Finance Department
2	USF Library
2	USF Housing

We attempted to place each student in a business establishment, in his chosen field, where he could observe the actual work being done. Students were given an appointment-introduction card, and were asked to complete an evaluation sheet after the observation. Letters of appreciation were mailed to those employers who were kind enough to participate.

CONCLUSION

It is difficult to determine the success of a program designed to change attitudes. Subjectively, the coordinators feel that the students learned the majority of the information presented, but we have no immediate way of ascertaining whether the knowledge will be utilized.

Specific cases of general upgrading of attitude and appearance have been noted by several staff members. Much of the confusion and uncertainty of the job interview has been eliminated. Most students now have a better knowledge of our city, and many are now better informed about practical and specific information that relates to their vocational goal. Perhaps one should not expect more from less than 20 hours of instruction.

Many adaptations can be made to the preceding course outline, based on the particular skills and interests of the instructors involved.

As the last four months of the Learning Center's funding date approached, a change in methodology occurred. It was felt than an even more formal attempt at counseling with a carefully selected group of students was required. A physician in a hospital emergency room treats the patient who is the most seriously ill. The counselors, operating on this principle, established a class to serve those students who were most in need of counseling and placement. Since no more students were to be admitted during the final two cycles, there was a good possibility that all students could eventually enter this class and be placed in satisfactory employment. The following pages present a description of this course.

OCCUPATIONAL CORE INSTRUCTORS

The two Occupational Core Instructors will form one core group of students who:

1. are employable and have received their peak of achievement, or
2. have shown a behavioral pattern which retards their progress as well as the progress of others, or
3. appear to be incapable of making any appreciable academic progress in the existing Learning Center program.

The O.C.I.'s will give the group extensive occupational counseling from 9 - 12 each day. The student will be on call from 1 - 4 each day. Students assigned to Core A will return to their classroom in the afternoon; remaining students will have a regular instructional program planned for them by the O.C.I.'s.

Primary Core Instructor recommendations will be considered in the selection of students for the O core. Students will be added bi-monthly to the O group in order to maintain an enrollment of approximately 20.

OCI'S TWO—WEEK CYCLE SCHEDULE

First Week — Employment Interview

Class Hours (9 — 12)	Monday January 8	Tuesday January 9	Wednesday January 10	Thursday January 11
Instructor:	Follette	Thomason	Follette	Thomason
Subject:	Appearance and Personality	Application	Conduct and Reliability	Practice

Second Week — Employment Attitudes

Class Hours (9 — 12)	Monday January 15	Tuesday January 16	Wednesday January 17	Thursday January 18
Instructor:	Follette	Thomason	Follette	Thomason
Subject:	Realistic and practical goals; Employer and employee expectations	Definition of Vocational Attitudes	Interpersonal Relations	Investigation of job goals

From the hours of one to four students will be engaged in one or more of the following activities. Definite instructions will be given to them at the close of the morning session.

1. Individual counseling
2. Job Interviews
3. Independent Study
4. "A" Core
5. Home

Chapter IV

Reasons for Job Placement

The primary objective of the University of South Florida Learning Center for Personal Employability is to assist underemployed or unemployed high school graduates to secure useful, permanent employment.

Studies indicate that one of the greatest burdens to the economy is the unemployment rate among recent high school graduates, especially Negro females. The number of potential workers who were entering the labor market, and their woeful lack of academic and/or vocational training, created the rationale for the existence of the Center.

Obviously, the reasons for job placement and vocational counseling are similar. Both activities are designed to give the Negro personal and racial dignity, and to make him a contributing member of the American way of life. The difference lies in the fact that counseling creates covert results, whereas permanent employment in a selected area allows the Negro to turn convert changes in personality into overt employment activities. In essence, counseling is the "basic training," and the job is the "battle field" where this training is applied.

The concepts of counseling and placement are so interrelated that it is very difficult to discuss one without mentioning the other. The two are divided in this report, but only for the purpose of clarifying the activities that relate to each.

Placement normally begins when counseling proves successful, but counseling would have no purpose without the goal of placement. Counseling provides the "rules of the game" and placement indicates that the game is being successfully played.

Chapter V

Methods of Job Placement

The effective job placement coordinator must accomplish three tasks before he can be successful:

1. Be completely familiar with the employment opportunities in the community.

2. Be completely familiar with the students who need employment.

3. Match the job applicant with the appropriate employer.

Step No. 2 should be a natural result of vocational counseling. It should be emphasized that a counselor and the job placement coordinator should be the same person. Step No. 3 is a talent which is developed through experience, and indicates the success of steps No. 1 and No. 2. The judgment is often subjective because the personalities of the personnel man and the student are just as important as the job skills and work requirements. The job applicant must have the necessary academic and technical skills and he must also be the type of person who will be favorably viewed by the job interviewer. An employer is unlikely to hire a person on the word of the placement coordinator alone. He must be convinced by the student that he possesses the skills to successfully fulfill the duties and responsibilities of the position.

Step No. 1 can be the most serious problem in this sequence of activities. Keeping abreast of the employment atmosphere of the community is a time-consuming, continuous activity.

The first step in this process is to obtain all available printed information about the employment community. The city hall, county court house, Chamber of Commerce, Better Business Bureau, Retail Merchants Association, civic clubs, and state and federal publications are but a few of the available resources. The job coordinator must study and evaluate this knowledge before he attempts placement activities.

With the above information, the coordinator can plan his attack. There are innumerable ways to approach the business community. All of them have shown degrees of success.

The most dangerous and least beneficial approach is the "threat." Federal laws demand that "equal employment opportunity" be granted to all who apply to firms who engage in interstate commerce, etc. These laws apply to a large number of employers in every community, but an attempt to force an employer to hire specific Negro applicants would completely alienate the coordinator from practically all existing job opportunities. Businessmen are very sensitive about why they hire a person, and there are incalculable ways to negate the activities of a placement coordinator. Force is usually countered by force and no one benefits. Any placement official who tries this approach continually will eventually experience absolute failure. He may draw much publicity, and he may be considered an "expert" by many, but it is unlikely that many people will obtain permanent jobs through his community efforts.

The best approach is to become personally acquainted with as many personnel officials as possible. One cannot expect to be favorably received by everyone, but a group of supporters obviously makes the task much easier. The telephone can be an effective instrument in making initial contacts. The coordinator should select those employers who are most influential in the community, and sell them on the quantity and quality of those whom he seeks to place. This "public relations" approach to placement will favorably affect other businesses, and later contacts will be more profitable. Placement success will be directly proportional to the time and effort the coordinator spends on this endeavor.

Chapter VI

Effects of Vocational Counseling and Job Placement

The Learning Center's Placement Report,[3] issued as a supplement to regular progress reports, treats in detail the results of job placement and counseling.

This report follows.

---

[3] September, 1966 through December, 1967.

INTRODUCTION

This supplement to the regular progress reports deals only with placement of students. Placement of Learning Center students was an original objective of the program. It was not, however, the only goal of the Learning Center. The Learning Center students represent, to a large extent, the disadvantaged populace that is found in every major population center of the United States. Placement represents but one need of this group. Other important facets of their adjustment to the new challenges include communication skills, personal hygiene, and social and cultural structures. It is obvious that "placement" must be tailored individually to terms of skill, motivation and aspiration. Placement without attention to these ingredients is the ultimate cruelty.

Placement surely connotes more than "getting jobs." Ideally a placement should match aptitude and interest and result in the positioning of a job applicant in that vocation that would correlate highest in these qualities. The Learning Center makes no claim to producing this ideal, but has systematically and steadfastly refused to make "convenient" placements such as domestics, unskilled production line laborers, shrimp handlers and cleaners, etc. These positions have constant local demand due to excessive turnover, but no Learning Center personnel have been referred to these positions. The statistics included, therefore, are bona fide placement results that occurred after consultation, counseling, training and testing.

POPULATION

The Learning Center population characteristics must be considered prior to inspection of the placement data. The population statistics reported in previous progress reports are reproduced here in summary form.

The reader will note that the population trend was progressively toward the female non-white student. This trend can be attributed to several conditions. No single condition, however, may be targetted as a predominant force. The probability is high that all of these forces plus several unstated or undiscovered forces have acted tangentially to produce a student body that is predominantly female non-white.

The primary factors that influenced the ultimate population mix of the Center are:

1. The mobility and assimilation of white job applicants into industry and business at the local level

2. The Armed Forces active recruitment of males

3. The higher percentage of white high school graduates who, through more adequate high school training, were able to qualify for higher educational institutions

4. The availability of Job Corps training

5. The greater job-acceptance by the community of all males

6. The revulsion felt by most females for the type of work usually classed as "domestic"

7. The tendency to recruit in kind; i.e., a female Negro tends to recruit other female Negroes

All of these factors influenced the patterns of population that are recorded in Learning Center records. In short, they add up to the generalization that the Learning Center is serving those whose need is greatest. The female Negro DOES have the greatest employment problem, DOES lack marketable skills, MUST display superior skill to gain recognition. In addition, she is frequently the head of a household and therefore has little or no mobility (even within the community), is pressed by financial responsibility, and is denied the assurance of adequate counseling, medical consultation, job preparation, child care, reasonable shelter, and acceptable clothing.

The weight of this existence, bearing down in oppressive continuity, negates the natural urge to self-reliance, saps self-respect, and stunts self-concept to the point where apathetic reactive mechanisms, designed for daily survival, replace planned or ordered advances toward a more complete life.

Learning Center Population
September and October, 1966
n = 67

Classification		Percentage
White Female		20.0%
Non-white Female		66.7%
	Total	88.7%
White Male		3.3%
Non-white Male		10.0%
	Total	13.0%

Learning Center Population
October 14 — November, 1966
n = 70

Classification		Percentage
White Female		28.0%
Non-white Female		65.0%
	Total	93.0%
White Male		2.0%
Non-white Male		5.0%
	Total	7.0%

Learning Center Population
December, 1966 — January 10, 1967
n = 85

Classification		Percentage
White Female		16.0%
Non-white Female		72.0%
	Total	88.0%
White Male		0.0%
Non-white Male		12.0%
	Total	12.0%

Learning Center Population
January 10 — March 10, 1967
n = 104

Classification		Percentage
White Female		13.5%
Non-white Female		80.5%
	Total	94.0%
White Male		0.0%
Non-white Male		6.0%
	Total	6.0%

Learning Center Population
March 10 — May 10, 1967
n = 117

Classification		Percentage
White Femlae		15.1%
Non-white Female		78.9%
	Total	94.0%
White Male		0.0%
Non-white Male		6.0%
	Total	6.0%

Learning Center Population
September 5 — October 27, 1967
n = 115

Classification		Percentage
White Female		15.5%
Non-white Female		80.9%
	Total	96.4%
White Male		.6%
Non-white Male		3.0%
	Total	3.6%

Learning Center Population
November 6 — December 31, 1967
n = 136

Classification		Percentage
White Female		8.1%
Non-white Female		89.0%
	Total	97.1%
White Male		.7%
Non-white Male		2.2%
	Total	2.9%

NOTE: Population Figures stated above represent the Learning Center Population as of the Progress Reports' final date.

PLACEMENT

Initial Learning Center funding, authorized in the summer of 1966, provided for lead time to be used in site selection, staff selection, building refurbishing, advance community preparations, curriculum planning, recruiting, and material, equipment, and fixture choice.

The program of instruction for enrollees did not actually commence until September 19, 1966. The mere matter of establishing adequate records to handle pertinent student files was a considerable task. The nature of the project, which limited admittance to high school graduates within a specific age range, made it essential to secure high school transcripts for documentation of graduation. Other formative duties required total staff involvement; i.e., establishing lines of communication between the business community and the new Learning Center program. Our product was unknown, and, in some cases, suspect; some interagency bickering occurred; and all staff members were committed to getting the program started and established. These efforts required appearances at local fraternal clubs and school programs; fostered a steady stream of visitors from the community for guided tours of the facilities; necessitated production of letters to high school counselors, local politicians, civic organizations, business groups, etc. The main weight of these out-school functions fell upon the job coordinators. Other staff members, while offering assistance, of necessity were preparing for instructional involvement. The job coordinators, under the Director of Community Relations, engaged in recruiting duties, occupational counseling, limited instructional chores, and, of course, job placement preparation.

It is also prudent to remember that the initial phases of the program did not attract those who were academically or socially prepared for job entry positions. The reader who is familiar with the Learning Center program will recall that the primary source of student enrollment was, in fact, provided by the Youth Opportunity Center which was, not incidentally, located within the same building.

The Learning Center was fortunate in receiving, by referral, those students who were in genuine need of basic educational skills and social awareness prior to job placement. There was no "creaming"—acceptance of those who were job-ready prior to enrollment—for the sake of statistics.

As explained in various progress reports, Learning Center policies remained flexible in all areas. In fact, a study of the minutes of staff meetings reflects considerable change in direction and emphasis as dictated by experience. Importantly, the collective attitude of the staff altered regarding the advisability of testing. At the beginning of the program, it was decided, after much soul-searching and debate, not to greet students with a test. The staff preferred a more humane posture of making judgments about individuals on the basis of their on-going adjustments, responses and attitudes. While not an empirical method, it was felt to be more accommodating to individuals—especially to a culturally disadvantaged population. As the program matured, it became not only advisable, but imperative for the staff to have hard test data on students. These data were requested by employers; they were required by instructors to ascertain levels of instruction, and they were valuable to job counselors who, in the final analysis, were required to match a person with an opportunity. These test data became available when the formal testing program was instituted and indicated that the Learning Center was operating in one of the most difficult ranges of placement. The I.Q. level of the entire student body as measured by the Otis

Quick Scoring Test of Mental Ability consistently hovered between 82 and 88. This, coupled with social disabilities that are universally apparent in the culturally deprived, plus a high aspirational level reinforced by high school graduation, made these students a unique group.

The formidable task outlined above and the experimental thrust of the Learning Center's task did not prevent the record of placement from being a record of substance, quality, and continuity. Students whose achievements at the Center enabled them to enter gainful and dignified employment are not the only benefactors of the program. The community enjoys a continuing financial reward from the Learning Center program. This is detailed later in this report.

Full-time Placements from September, 1966 to February 12, 1968		166
Placement into Further Training		
Florida Council for the Blind		1
Encampment for Citizenship		1
Vocational Rehabilitation		7
Neighborhood Service Centers		1
Job Corps		5
High School Equivalence Program		5
Junior College, University or Technical School		48
	Total	234
Placements into Work-study Programs from September, 1966 to February 10, 1968	Total	73
Terminations for other reasons		
Reasons Stated		80
Reasons not Stated		47
	Total	127
	Combined Total	434

Total students enrolled a period of one day to twelve months

Day program—401 + evening program—295 = 696 actual enrollees

Present day program enrollment—139

** Follow-up on these students is in progress at this time. No students have been terminated as disciplinary cases.

The impetus of the Learning Center's Placement Service is readily apparent. The formative period, September to December, 1966, was the lightest placement period because coordinators were engaged in other pursuits, curricular direction had not been defined, and systematic contacts with the business community were not yet firmly established.

The placement period from January, 1967 to July, 1967, demonstrated a 100 percent improvement in full-time placements of students. This reflects the status of student advancement from "unemployed" or "underemployed" to "employable." Coming directly after the Christmas season and stretching through the high school graduation season (with the competition from new high school graduates), this is a remarkable record. It also demonstrates the rising confidence in the Learning Center product by local firms who started to contact the Learning Center when employee vacancies occurred.

The period of July 1, 1967, to December 31, 1967, was also a very productive employment span. As mentioned above, many local businesses, now confident of the caliber of employee being referred by the Learning Center, called to bolster their staffs preparatory to the fall selling season. Learning Center students who were employed rapidly demonstrated that Learning Center training was a valuable asset. They had acquired confidence and competence that allowed them to compete for positions in their field of interest and aspiration.

An administrative decision during this period was to concentrate occupational coordination and counseling in but two people. This concentration produced a more satisfactory personal relationship between students and counselors. The fact that placements increased suggests that this relationship—upon being strengthened—tended toward more satisfactory (lasting) placements. In addition, community personnel managers had a clearer understanding of contacts at the Learning Center. The industrial, health-related, distributive, clerical and civil service coordinating areas were condensed and became the responsibility of two people. This was a more efficient and more economical plan that produced significantly better results.

COMMUNITY BENEFITS

Operating in the pivotal area of the culturally deprived, the Learning Center compiled an enviable record of placement while primarily engaged in experimental studies. An extrapolation of the placement figures to a bi-annual basis to estimate the placement results that will pertain at the end of the current funding on May 31, 1968, demonstrates the worth of the program.

This extrapolation results in 191 full-time placements and 58 part-time placements.

The 191 full-time placements are working 40 hours per week, 52 weeks per year at an average wage of $1.45 per hour. The 58 part-time placements are working an average of 22 hours per week, 52 weeks per year at an average wage of $1.33 per hour. Therefore, 191 x 40 x 52 x $1.45 = $329,422.60 increment plus 58 x 22 x 52 x $1.33 = $88,248.16 increment, which results in a total of $417,670.76 increment.

Uncounted in this total are many who sought job placement assistance at the Center and who, upon counseling, were found to already possess sufficient skill to enter the job market. These people were immediately referred to the appropriate job entry position. During the early days of Learning Center operation this was a particularly prevalent occurrence. The Learning Center was new and a wide range of people came to explore its services. These explorers ranged from graduate engineers to low mental retardates whose schooling had necessarily been curtailed. In almost all of these cases actual assistance was rendered on an individual basis by counselors and occupational coordinators. Since the program had no license to enroll these unfortunates, the assistance so rendered is not a matter of record. There is no way to count these situations, but staff members who have traveled the full two-year road of the Learning Center have adequate reason to feel pride in this extra-curricular human aid. This, of course, stems from the fundamental Learning Center promise which is that people must be considered, as they present themselves, for the greatest promise they dare dream, and for the greatest dignity to which they may aspire.

It is enlightening to look at the reasons for termination other than placement.

Referrals	
Florida Council for the Blind	1
Encampment for Citizenship	1
Florida State Employment Services	4
Vocational Rehabilitation	7
Neighborhood Service Center	1
Job Corps	5
High School Equivalence Program	5
Junior College, University or Technical	48
Other	
Relocation	12
Felt Uneasy (racial)	1

Training Allowance ran out	1
Not eligible for training allowance	6
Lack of transportation	3
Children at home	7
Marriage	4
Pregnancy	8
Illness	6
No reason given	47
Not high school graduate	4
Learning Center help not appropriate	6
To seek full-time employment	4
Did not start classes	11
Placed indirectly	7
Total	191

No students have been terminated as disciplinary cases. In all cases of non-adjustment, appropriate referral has been made.

ERIC Clearinghouse
SEP 12 1970
on Adult Education